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ABSTRACT

Begun in 1969, Follow Through has provided the Northern Cheyenne Indians of Montana the experience of actual management responsibility for a school-age program. Operating in kindergarten through third grade, the program also represents the first school-age program in which funds have been channeled through the Tribal Council instead of directly to the schools. This descriptive and evaluative report documents the program's evolution and program outcomes for the period from 1969 to 1974. The descriptive section emphasizes the role of Indian people both in management and teaching, the context of culture of the Northern Cheyenne and the program's adaptation to the people it serves, and the institutional change which has occurred in the schools and community since the initiation of Follow Through. Data for the evaluative section were obtained from all achievement test results; the records on parent participation in the Parent Advisory Committee, in the classroom, and as participants on other educational committees and boards; from educators and Indian community leaders; records of training and class attendance by Indian adults pursuing greater professional training; from project proposals and BIA published data on the labor force; on-site visitations; and extensive interviewing of program participants and staff. (NQ)

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NORTHERN CHEYENNE FOLLOW THROUGH PROGRAM

SERVING CHILDREN ON THE
NORTHERN CHEYENNE RESERVATION
IN SOUTHEASTERN MONTANA

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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TABLE OF CONTENTS

	Page
I. NORTHERN CHEYENNE FOLLOW THROUGH PROGRAM:	
A DESCRIPTIVE REPORT	1
1.1 GENERAL INTRODUCTION	1
1.2 BACKGROUND ON THE NORTHERN CHEYENNE TRIBE, WHO CALL THEMSELVES THE "MORNING STAR PEOPLE"	4
1.3 THE SCHOOL SYSTEM ON THE RESERVATION BEFORE FOLLOW THROUGH	12
1.4 HISTORY OF FOLLOW THROUGH	17
1.5 DEVELOPMENT OF THE ROLE OF PARENTS IN FOLLOW THROUGH	22
(1) The Parent Advisory Committee (PAC) . .	22
(2) Parents in the Classroom	27
(3) The Role of the Community Coordinator .	30
1.6 INSTRUCTIONAL METHODOLOGY--GENERAL	41
(1) Use of Positive Reinforcement and a Token Economy	41
(2) Academic Priorities and Use of Pro- grammed Curriculum Materials	44
(3) Charting Children's Progress, and Setting Learning Goals	46
(4) Staffing and Training	48
1.7 INSTRUCTIONAL METHODOLOGY--SPECIFIC	50
(1) Materials and Methods for Teaching Reading	50
(2) Materials and Methods for Teaching Math	52
(3) Materials and Methods for Teaching Handwriting, Spelling	54
(4) Materials and Methods Used During Spend Periods	57
(5) Typical Daily Schedules	60
(6) Methods Used in Training Classroom Staff	64
1.8 SPONSOR SERVICES TO THE SITE	73
(1) The Role of the District Adviser . . .	73

	Page
(2) Training Services	74
(3) Curriculum Tracking and Feedback	74
1.9 PERSONNEL REQUIRED FOR THE PROGRAM	78
1.10 INCORPORATION OF THE INDIAN CULTURE	80
1.11 INSTITUTIONAL CHANGE PRODUCED BY FOLLOW THROUGH	86
II. NORTHERN CHEYENNE FOLLOW THROUGH PROGRAM: EVALUATIVE REPORT	95
2.1 HOW HAS FOLLOW THROUGH AFFECTED THE EDUCATIONAL GAINS OF THE CHILDREN?	97
How Does Reading Achievement of Follow Through Children Compare to Test Scores Before Follow Through?	98
What Effect Has it Had to Start Teaching Reading in Kindergarten?	102
What is the Trend in Reading Achievement?	104
How Does Reading Achievement Compare to a Comparison Group of Non-Follow Through Students?	106
How do the Northern Cheyenne Schools Compare with Each Other in the Teaching of Reading?	111
How Does Math Achievement of Northern Cheyenne Children Compare to a Non- Follow Through Group of Students?	114
What is the Trend in Math Achievement Scores?	119
How do Northern Cheyenne Schools Compare in Teaching Arithmetic?	121
How Does Spelling Achievement of Northern Cheyenne Children Compare to a Non- Follow Through Group of Students?	124
What is the Trend in Spelling Scores?	129
How do Northern Cheyenne Schools Compare in the Teaching of Spelling?	131
2.2 HOW HAS FOLLOW THROUGH INCREASED THE ROLE OF INDIANS AS CLASSROOM STAFF?	134
2.3 HOW HAS FOLLOW THROUGH INCREASED THE PROFESSIONAL SKILLS OF INDIAN EDUCATORS?	136

	Page
2.4 HOW HAS FOLLOW THROUGH INCREASED THE ROLE OF THE INDIAN COMMUNITY IN THE EDUCATION OF ITS CHILDREN?	138
2.5 HOW HAS FOLLOW THROUGH INVOLVED INDIAN PARENTS AS DECISION MAKERS FOR THE FOLLOW THROUGH PROGRAM?	140
2.6 WHAT ARE THE COSTS AND BENEFITS OF THE FOLLOW THROUGH PROGRAM?	144
APPENDIX	
A. SAMPLES OF TRAINING OBSDRVATION INSTRUMENTS .	147
B. SAMPLES OF WORKSHEETS USED TO COMBINE CULTURAL BACKGROUND WITH ACADEMIC SUBJECT AREAS	154
C. TEST SCORE SUMMARIES ON WIDE RANGE ACHIEVEMENT TEST 1969-1974	157

LIST OF TABLES

Table	Page
1. Cohorts of Children in Follow Through by School Year and Grade Level	20
2. Wide Range Achievement Test Average Reading Scores by Class and Grade Reported According to National Percentile Rank	105
3. Wide Range Achievement Test Mean Scores of Project and Comparison Group, Third Grade Children, Subtest: Reading	109
4. Wide Range Achievement Test Scores, Reading--National Percentile Ranking of Third Grade Classes	111
5. Wide Range Achievement Test Mean Scores of Project and Comparison Group, Third Grade Children, Subtest: Arithmetic	117
6. Wide Range Achievement Test Scores in Math of Third Grade Follow Through Children in 1972 and in 1974	119
7. Wide Range Achievement Test Arithmetic Scores--the Average Score for Each Class of Children Continuously Enrolled in Follow Through . . .	121
8. Wide Range Achievement Test Mean Scores of Project and Comparison Group, Third Grade Children, Subtest: Spelling	127
9. Wide Range Achievement Test Scores in Spelling of Third Grade Follow Through Children, 1972 and 1974	129
10. Wide Range Achievement Test--Spelling Subtest Class Averages as First, Second, and Third Grade Students of the Class Completing Follow Through in 1972, and the Class Completing Follow Through in 1974	131
11. Follow Through Aides who have Taken College Courses Since Their Employment--Summer 1972 through Summer 1974	136

Table	Page
12. Indians Represented on School Boards Before Follow Through and in 1974	138
13. Costs by Budget Categories	144
14. Percentage of Grant Funds in Salaries	145

LIST OF ILLUSTRATIONS

Figure	Page
1. Organizational Structure of PAC	26
2. Wide Range Achievement Test Scores	102
3. Wide Range Achievement Test Comparison of Class Means in Reading Achievement between Northern Cheyenne Follow Through Students and the National Non-Follow Through Comparison Group .	107
4. Wide Range Achievement Test Class Means in Math Achievement Comparing Northern Cheyenne Follow Through Students with Non-Follow Through Students in the National Comparison Group . .	115
5. Wide Range Achievement Test Class Means in Spelling Achievement Comparing Northern Cheyenne Follow Through Students with Non- Follow Through Students in National Comparison Group	125
6. Indians as a Percentage of Total Classroom Staff Through Grade Three	134
7. Percentage of Topics Reported in PAC Minutes which Resulted in Decision-Making Actions . .	142

I. NORTHERN CHEYENNE FOLLOW-THROUGH PROGRAM: A DESCRIPTIVE REPORT

1.1 GENERAL INTRODUCTION

The Northern Cheyenne Indians of Montana have operated an educational program known as "Follow Through" since 1969. This program operating in kindergarten through third grade has, for the first time in the recent history of the Cheyenne people, provided an education for children from classrooms in which the majority of teaching adults are Indian. It also represents the first school-age program in which funds were channeled through the Tribal Council instead of directly to the schools. As such it represents the first experience of the tribe of actual management responsibility for a school-age program.

On July 8, 1970, President Richard Nixon enunciated a statement of policy regarding Indian people in which he said:

One of the saddest aspects of Indian life in the United States is the low quality of Indian education. . . . the average educational level for all Indians under Federal supervision is less than six school years. . . . Again, at least a part of the problem stems from the fact that the Federal Government is trying to do for Indians what many Indians could do better for themselves.

Follow Through, on the Northern Cheyenne reservation, represents the opportunity of this tribe to manage, and to provide the majority of staffing for the education of Indian children. Significant changes have resulted, for the children,

for the families, and for the reservation schools. Accordingly, the Parent Advisory Committee for Follow Through, which manages this program, commissioned METCOR, INC. in 1974 to document the evolution of the program, and to examine and report on all existing records that would record the outcomes which have resulted.

This evaluation is done in two parts. The first section is descriptive, recording the history and development of the present program. The second section is evaluative, reporting the evidence of program outcomes.

Because the evaluation is offered in a context of establishing what can happen if Indians are given an opportunity to manage their own educational programs, an emphasis is placed in the descriptive section on the role of Indian people both in management and teaching, on the context of culture of the Northern Cheyenne and the adaptation of the educational program to the people it serves, and on the institutional change which has taken place in the schools and community during the years since the initiation of Follow Through.

For the evaluative section, all achievement test results since the inception of the program have been analyzed. The records on parent participation, in the PAC, in the classroom, and as participants on educational committees and boards other than Follow Through have been

examined and reported. Statements have been taken from educators and Indian community leaders regarding the nature of institutional change. Records of training and class attendance by Indian adults pursuing greater professional training have also been examined and reported.

Like any other "after the fact" evaluation, the reporting is limited by the absence of planned control groups, and by the availability of records which have been maintained. The trail of evidence from project records and from interviews is nonetheless substantial enough to provide both insight and hard data as to the achievements of this program. METCOR offers this report to the PAC as a record of achievement, and to other Indian tribes as a model and example of Indian managed education for Indian children.

1.2 BACKGROUND ON THE NORTHERN CHEYENNE TRIBE, WHO CALL THEMSELVES THE "MORNING STAR PEOPLE"

LITTLE WOLF AND MORNING STAR - Out of defeat and exile they led us back to Montana and won our Cheyenne homeland that we will keep forever.



- WOHEHIV - The Morning Star



The Cheyenne Indians were among the roving tribes of Indians known as the Plains Indian tribes. They lived from hunting of buffalo and other game, and from some cultivation of crops.

They signed their first treaty with the United States Government in 1825.¹ However, their relationship with the white man was characterized by mutual hostility for many years. The Cheyennes retaliated by raids against the whites for the encroachment of the settlers who put roads, railroads, and telegraph lines across their land, driving off the buffalo and threatening the Indian way of life. These raids, plus gold rush greed that followed the Pike's

¹Primary source for historical information: Jan Roberts, A Short Summary of the History of the Northern Cheyenne People (Billings, Montana: Gazette Printing and Lithography, January 1969).

Peak gold strike in 1858, caused agitation among the whites for title to the Cheyenne land.

In the 1860's the government initiated a military campaign designed to wipe out the Indian. Colonel J. M. Chivington and his men slaughtered a friendly village of 500 Cheyennes in 1864 in an attack now referred to as the Sand Creek Massacre. Following this massacre, other bands of Cheyenne invited the Sioux and Northern Arapahoes to join with them in a war against the whites.

The combined tribes revenged the Sand Creek Massacre in 1876 when they annihilated General Custer's entire command of 728 men while losing only 265 of their own. After this battle, the various tribes split and scattered. They were pursued by the army, however, and during the winter and spring of 1876 and 1877 the two main bands of Cheyennes were captured.

At that time it was government policy to attempt to consolidate all Indians into "Indian Territory" in Oklahoma. After capture, Morning Star and Little Wolf, two Cheyenne chiefs, and their bands were sent to the Southern Cheyenne agency in Oklahoma. Accustomed to the mountain terrain of Montana, they had great difficulty in adapting to the arid environment. There was little game. The government repeatedly failed to provide rations and there was starvation and disease within the tribe. Finally the

leader, Little Wolf, made the decision, despite great opposition from the whites, that the tribe would return to their homeland.

The northward journey, with its great hardships including the pursuit of soldiers and constant attack, became the most famous of all Cheyenne achievements. The tiny band of 300 men, women, and children walked over 1,000 miles, across six states, to return to their homeland. Their reported defiance of the army attempts to make them surrender and return to Oklahoma provoked a sense of awe in their pursuers. Howard Fast described the tale in his book,

The Last Frontier:



"Preferring violent death to surrender, they headed home . . . in a moving testament to human dignity and freedom."

Howard Fast

"You have to understand these people," Captain Murray said. "They're not out raiding; they're going home to the north. They know how impossible that is, and because of that they've lost their fear of everything."

"They're dead already: you have to know Cheyennes to understand that. And because they're dead, nothing more can happen to them."²

The majority of the Cheyennes who undertook this journey were killed by the soldiers who pursued them, frozen or starved to death. But part of the band survived and eventually drifted to the Tongue River area where the Northern Cheyenne reservation was established, and where their descendants live today.

PRESENT DAY CONDITIONS OF THE NORTHERN CHEYENNE

The Northern Cheyenne reservation is in southeastern Montana in a rugged, semimountainous area. It is bounded by the Crow Reservation (containing the Custer battleground) on the west, and by the Tongue River on the east. In total land area it is about 445,000 acres, sparsely populated by approximately 3,000 people. Of these, approximately 2,800 are Cheyennes, about 150 are Indians of other tribes, and around 250 are white persons.³

When the reservation was established, the U.S. Government bought up the landrights of white settlers and

²Howard Fast, The Last Frontier (New York: A Signet Book from the New American Library, 1968).

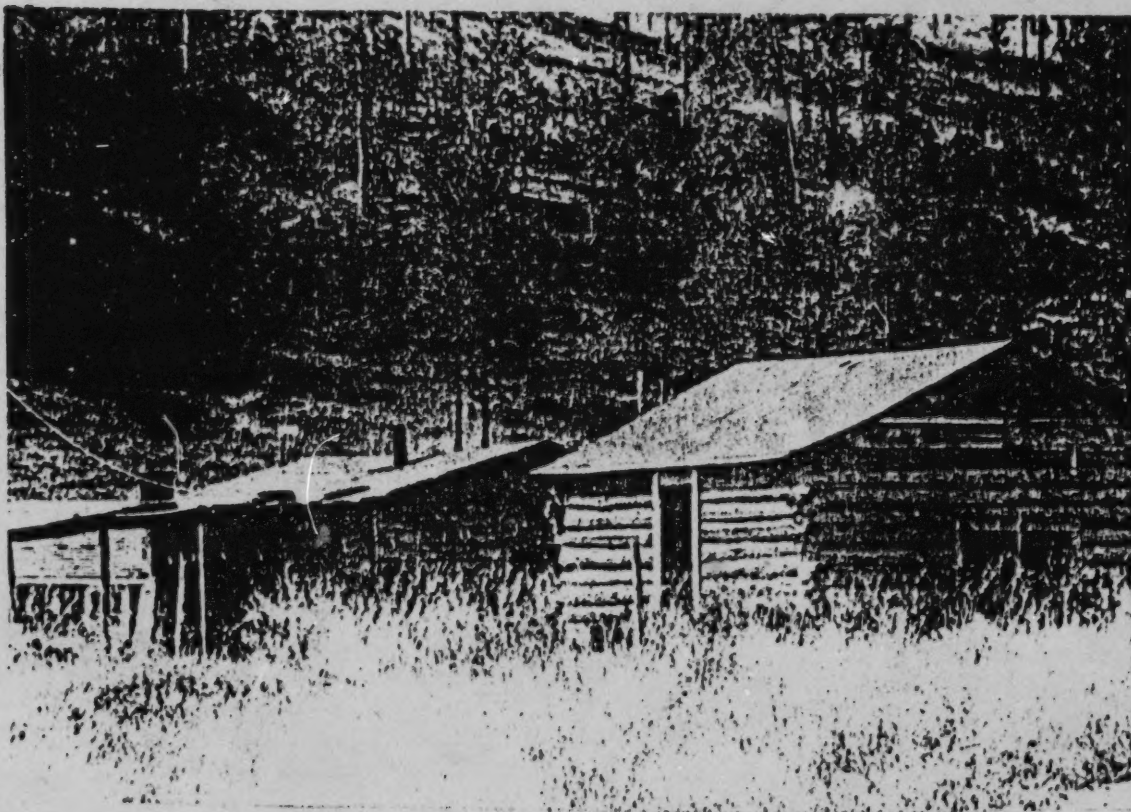
³Bureau of Indian Affairs Report on Labor Source, March 1974.

turned them over to the Indians as trust lands. Most of the pioneer white settlers moved away, with the result that the Cheyenne people have had much less contact with white society over the years than is true of most other tribes. It is considered the most isolated tribe in Montana or the Dakotas. The first paved road was not put through the reservation until 1955, and Lame Deer, the tribal headquarters is 45 miles from the nearest railroad or bus station.

Members of the Cheyenne tribe interviewed for this evaluation expressed the opinion that this isolation has been both a handicap and something of real value. It has handicapped them in securing interest and help from the state government and universities who have tended to place their attention with more accessible tribes. On the other hand, although the tribe has been under white domination for more than 70 years, its isolation has helped to keep intact its social structure and values. Now that coal interests have become very active in seeking mineral rights on the reservation, tribal members have resisted feeling that the result of a large mining operation would be to bring in many outsiders to the extent that the Cheyennes might find themselves a minority on their own reservation. Those interviewed felt that this could destroy the Cheyenne culture which would be too large a price to pay for the economic benefits realized.

A 1971 report by the BIA Agency for the Northern Cheyenne reported per capita income as \$700 per year, with tribal income at \$189 per year. As of March, 1974 only 67% of the available labor force was employed, with nearly one-third of these employed in temporary seasonal jobs.

Pictured below is a Cheyenne home in Lane Deer. This type of structure characterized housing on the reservation prior to 1964 when the Tribe was awarded \$3.9 million



in settlement of a claim against the Federal Government. From this settlement, \$1,000 was made available to each tribal member, much of which was used for housing. Like other tribes, the Northern Cheyennes have participated in federal housing programs which have resulted in building of over 300 housing units in the last ten years.

Although the unemployment rate is three to four times higher on the Cheyenne reservation than that of the nation as a whole, there has been a significant increase in employment opportunities within the past ten years. With the land settlement claim money received in 1964, a modern factory building was built and leased to Guild Arts and Crafts which assembles plastic articles and employs over 100 persons (out of an estimated labor force of around 800 on the reservation). With a major sale of tribal timber in 1969, a sawmill was established at Ashland which provides a number of jobs. And with the increased emphasis on giving priority to Indians for BIA and other federal positions, more than 60% of all federal employees on the reservation are now Indians.

The social structure of the Cheyenne⁴ has long emphasized the importance of society as a whole over the interests of the individual. Out of the total acreage of the reservation, less than 2.5% is now in private ownership.

⁴ Jan Roberts, A Short Summary of the History of the Northern Cheyenne People.

The Cheyennes have long been known as a disciplined, closely knit tribe in which kindred relationships were honored and protected. The old government was known as the "Council of 44" consisting of 44 "peace chiefs" chosen by the bands. The bands were made up of kindred consisting of the lodge of a family and its relatives. In 1936 the tribe adopted a constitution making an elected "Tribal Council" the governing body. This group manages the tribal funds for the common welfare, and in general exercises far more influence over the lives of tribal members than is found in white societies where the government and the economic and social structure are much less interwoven.

1.3 THE SCHOOL SYSTEM ON THE RESERVATION BEFORE FOLLOW THROUGH

As you enter the reservation from the west, the first community you reach is Busby. On the hillside to the right stands Two Moons monument, honoring a Cheyenne chief who fought in the Custer battle. And in the valley below stands a large complex of buildings comprising a school, dormitories, and residences built for the BIA staff of the school. This school, elementary through high school, serves both day and boarding students.

A recent book, Our Brother's Keeper: The Indian in White America, published in 1969, mentions Busby Boarding School in this way:

In one school on the Northern Cheyenne Reservation, . . . there were a dozen suicide attempts in 18 months, among fewer than 200 pupils.⁵

Teddy Risingsun, a resident of Busby who attended Busby school as a child had this to say about the school:

On the reservation, there is open range for cattle. So there is always a cattle guard put in the road leading up to the school to keep the cattle off the school grounds. The Indian people have always felt that the cattle guard applied to them too. It stood as a symbolic barrier separating the community from the school. Children had to go to the school but the parents couldn't have anything to say about what happened to them there.

⁵ Edgar S. Cahn, ed., Our Brother's Keeper: The Indian in White America (New York: A New Community Press Book Distributed by the World Publishing Company, 1969), p. 40.

I remember Busby School and how it used to be because I went there as a child. Everything was like in the military. I was a little boy, and with the other little boys, we would get up when the whistle blew, dress when the whistle blew, go out and "police" the grounds picking up any little pieces of paper and things so we would learn to be "responsible." We went to breakfast when the whistle blew, and we stood behind our chairs and couldn't sit down until the whistle blew. We were punished if we spoke to each other in Cheyenne and we were made to feel ashamed that we were Indians, and ashamed of our family. When I got a chance to go home, I cried that I did not want to come back. But my family said I must go back. So I became deaf. I have been told that it was not a physical deafness, but hysterical deafness. But I could not hear and my family could not send me back to the school. I still, today, have trouble with my hearing sometimes. I think it goes back to what happened to me as a child. The Indian schools have done terrible things to Indian children.⁶

Driving another 16 miles from Busby, the tribal headquarters is found at Lame Deer, the largest settlement on the reservation located at the confluence of Lame Deer Creek and Anderson Creek. In this community the tribe has deeded land to the state enabling them to establish a public elementary school which goes up to eighth grade. This school is operated by a local school board. In 1968-69, the year before Follow Through, this board had three Indian and two non-Indian members.

Driving across a mountain range from Lame Deer another 21 miles, the third reservation school is found on the banks of the Tongue River which marks the eastern edge of the reservation. Pictured below are four Ursuline Nuns

⁶ Interview with Teddy Risingsun, November 1973, as reported in general consultant site visit report.

who started the St. Labre mission and parochial school in 1884 in log cabins. Located on the mission grounds are old wooden dormitories, some still in use, which represent the struggling years when the mission was supported only by mission funds provided by the Catholic church. During the 1960's, however, one of the priests at the mission decided to appeal for donations by nationwide subscription. This was successful and with this wider base of support new buildings were possible and a very modern campus of stone structures now rises from the banks of the Tongue River almost like a mirage.



St. Labre, like Busby, has both day students and boarding students, mostly Cheyenne, but some from the Crow Indian reservation which is adjacent to the Cheyenne. St. Labre writes of their past history in relationship to Indian culture as follows:

Land expansion, Manifest Destiny, growth, industry, America emerged from a frontier culture to an industrial society. . . . The Indian now unwelcome, unwanted in his own country, had suffered the loss of his land, his culture, his dignity. The Mission of St. Labre kept faith with its dedication to the Indian people, but it was part of its time, a time when western mentality reached out to make the Indian something he wasn't, a western man. Unwittingly the school joined in the depreciation of Indian culture.⁷

By the late 1960's, the Mission felt a new awareness of Indian culture. An example of this is the great stone church which dominates the mission grounds and which is built in the shape of a teepee. The crucifix inside the church is represented by a carved figure of the Cheyenne dog soldier. The booklet dedicating the church described the blending of Cheyenne culture into this church structure as follows:

The dog soliders were a military band in the tribal society of the Cheyenne people. They chose to be protectors of the tribe. Each dog soldier wore the mark of this society, the dog rope, a strip of dressed buffalo hide. The loop of the rope was passed over the right shoulder and left arm of the wearer. A red-painted picketpin was tied at the end of the rope. In battle or time of attack, the dog soldier might stick the pin in the ground and pledge not to retreat. The carved figure of Christ wears the dog rope across the shoulder, and hanging

⁷ Booklet on the dedication of the church at St. Labre Indian School, Ashland Montana. Author unknown.

around the neck on a rawhide loop, the eagle whistle. This whistle, made of eagle bone, has a colored plume feather at the end of it. The eagle whistle was used in the ceremony of the Sun Dance. In previous times, Sun Dancers pledged themselves to pray and suffer, to have their flesh torn in sacrifice. They offered their prayer and pain that the people might be blessed. Eagle feathers surround the Christ figure. To be given an eagle feather in Cheyenne terms, is the highest spiritual honor.⁸

Like the church, the school buildings at St. Labre are filled with reminders of Indian culture--paintings representing the beauty of the reservation, and the chiefs and scenes from the past representing the history of the Cheyenne people.

Despite the awareness of Indian culture, in the years before Follow Through the church clergy retained all actual control over school affairs, with a three-man board, all anglo priests.

Census figures show that the white population on the reservation represented only about 8% of the total population. Despite this low percentage, in the year before Follow Through, five of the eight members of school boards which managed the schools at Lane Deer and St. Labre were white, and the third school had no local policy board as a BIA school. Of the teaching staff in kindergarten through third grade, 79% were white and 21% were Indian. The children attending the school were over 90% Indian, but the Indian adult community had very little part to play in the formal education of their children.

⁸ Ibid.

1.4 HISTORY OF FOLLOW THROUGH

Follow Through takes its name from the fact that it was designed to "follow through" into the first four years of public school with the kind of comprehensive educational program that preschool children received in Head Start. Both Head Start and Follow Through money came through the Economic Opportunity Act. Communities with Head Start programs were eligible to apply for a Follow Through grant. However, because there was not enough money to fund all communities with Head Start programs with this type of continuation program, Follow Through was designated a research and demonstration program, and the communities which received grants agreed to select an educational sponsor and for as long as they held the follow through grant to attempt to fully implement a particular educational "model" represented by that sponsor. In this way the comparative effectiveness of various models could be evaluated nationally.

In January of 1969, the then Head Start Director on the Northern Cheyenne reservation learned of the possibility of funds for a Follow Through project. She contacted the school administrators at Busby, Lama Deer, and St. Labre schools, who then attended an informational meeting about Follow Through which was held in Denver.

Like most federal educational programs, Follow Through was originally restricted to public schools. This would have meant that only Lane Deer, the public elementary school, would have been eligible for the program. However, other Indian tribes had protested this limitation of eligibility, since Head Start on many Indian reservations was funded to the tribe or to the community action agency which had then established Head Start classes in all types of reservation schools--public, private, parochial, and BIA. Many of the Head Start children enrolled in Indian programs would have been left out of Follow Through if eligibility were restricted to public schools. This policy decision had been decided the year before the Northern Cheyenne tribe became interested in the program, and the Office of Education had allowed Tribal Governments to apply for funds as an alternative to public schools. The tribal government, or its agent, which was in most cases the community action agency, could then put Follow Through into any type of school operating on the reservation.

Because Northern Cheyenne children were going to school in a parochial school (St. Labre), a public school (Lane Deer), and a BIA school (Busby) an agreement was reached that the tribe would apply for funds on behalf of all three schools. Because it was a policy of Follow Through that parents of the children served have an active

part in the development and operation of a Follow Through program, a Parent Advisory Committee was organized in the Spring of 1969. The PAC chairman, Elaine Chernoff Skinner, traveled to Washington D.C. in the Spring of 1969 together with school personnel to negotiate for the program on behalf of the Tribal Council.

Actual writing of the Initial proposal was done by Mrs. Alice Snodgrass, then a teacher (and now principal) at the St. Labre elementary school. She and others involved in the initial application were assisted by a consultant, Dr. Abel. He helped the project planners examine the programs of various possible educational sponsors the project might affiliate with if funded, and from these the University of Kansas model was selected. Dr. Bushell, representing this sponsor, met with Mrs. Skinner and others in Washington D.C. to negotiate the original program in 1969. The Tribal Council stipulated in this original proposal (1) that all children on the reservation be included and none kept out as a "control group," and (2) that Busby school receive Follow Through funds even though, at that time, they did not have a Head Start program. These conditions were agreed to and the grant was made to the Tribal Council for a Follow Through program at all three schools, following the educational model of the University of Kansas. (One other Indian tribe, the Hopi in Arizona, also has Follow Through with the University of Kansas as sponsor.)

Follow Through started in the 1969-70 school year, with first grade classes at all three schools. The following year the program was in first and second grade at all three schools. In addition, however, that year the program was extended to kindergarten at Busby, the only one of the three reservation schools that had a kindergarten. And at St. Labre it was extended to third grade because first, second, and third grade had been combined into an ungraded "primary center." By the following year the program was in kindergarten through third grade at all three schools.

The following table shows the "cohorts" (as each entering class is called) of children who have been in Follow Through in Northern Cheyenne schools.

TABLE 1
COHORTS OF CHILDREN IN FOLLOW THROUGH BY SCHOOL YEAR AND GRADE LEVEL

	Kindergarten	First	Second	Third
Cohort 1		69-70	70-71	71-72
Cohort 2	70-71	71-72 70-71	72-73 71-72	73-74 (at Busby only) 72-73
Cohort 3	71-72	72-73	73-74	
Cohort 4	72-73	73-74		
Cohort 5	73-74			

From the above table it can be seen that the children who graduated from Follow Through in 1972 had been enrolled in the program only three years. Children who graduated in 1973 had also only been enrolled for three years. The year 1974 saw the first class of children graduate who had been in Follow Through for a full four years--and this was only at Busby school which began its kindergarten program a year before the other schools. At the time of this evaluation, therefore, the Northern Cheyenne project at two out of its three schools had yet to graduate its first class of children who had attended Follow Through for four full years. These would be the children who would presumably represent the maximum benefit from participation in Follow Through.

1.5 DEVELOPMENT OF THE ROLE OF PARENTS IN FOLLOW THROUGH

(1) The Parent Advisory Committee (PAC)

The Tribal Council of the Northern Cheyenne received grant funds, and they designated the Parent Advisory Council their agent to actually operate the grant. The PAC, as it was called, has from the first had authority to actually hire and fire personnel (that is, they are not simply advisory to another board in the matter of hiring). It has had authority to develop program and approve all official program changes. It has had authority to plan budgets and to set policies regarding all expenditures.

This amount of authority over program is quite different from that of most other Follow Through programs (to non-Indian groups) which are made to public schools. The boards of public school districts are elected by the general public, and have final authority over all programs directly administered by the school. When a grant is made to a school district, the Parent Advisory Committee of a program such as Follow Through can only advise, and the extent to which their advice is taken by the School Board or administration of the school on such matters as personnel, policy, and budgets may be little or much depending on the inclination of the school board to follow advisory board's

recommendation and the persuasiveness of the PAC. By reason of funding directly to the tribe, therefore, Northern Cheyenne parents were, figuratively speaking, handed "on a silver platter" a degree of program influence that most Follow Through PAC's achieved only with great effort.

The first year, when Follow Through was only in first grade at all schools, the PAC operated on a "town meeting" basis--that is, any parent or community person who came to a called meeting could vote. As the schools on the reservation are separated by a distance of around 40 miles between the two farthest apart, a system of rotating the meeting site from one school to another each month was established. This had an element of fairness in terms of the hardship of traveling time to meetings. But it also resulted in very little continuity of attendance from one meeting to the next--those who attended a particular meeting being much determined by whether the meeting was in "their town."

An average of between 10 and 40 people would attend a meeting. As weather in the mountainous areas of Montana frequently makes travel difficult, and as many people on the reservation have "junkers" instead of reliable cars, it is perhaps amazing that as many as did turned out for PAC meetings. During the evaluation, one parent was interviewed who stated that on more than one occasion he had walked a distance of 15 miles in order to attend a meeting.

The second program year there were 10 classrooms in Follow Through instead of the original four. The town forum format became more unwieldy. It was also felt that having a centralized PAC choosing central office personnel made sense, but that the PAC personnel committee members frequently did not know local people in the different towns and could not realistically select classroom aides for local sites. Plans were therefore made that year to change to a system of having a MAIN PAC for the total project, and local PAC's for each school. The MAIN PAC would make overall policy and select central office personnel. The LOCAL PAC would make local policy (subject to review by the MAIN PAC) and select local personnel. The MAIN PAC would be made up of representatives officially elected to serve (or included by virtue of their position, such as the administrators of the three schools). The LOCAL PAC's would be town meeting style, with only elected officers.

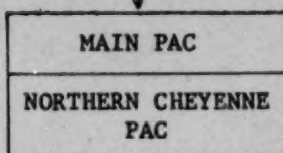
This plan of a representative MAIN PAC and local PAC's was initiated during the third program year, 1971-72. The LOCAL PAC's each eventually developed a constitution and by-laws, with various standing committees. The LOCAL PAC for St. Labre was known as Da-DO-Ma-Na PAC (after an Indian word meaning bashful). The LOCAL PAC at Busby School was known as White River PAC. The LOCAL PAC at Lane Deer School was known as Black Lodge PAC.

Toward the end of the 1972-73 year an attempt was made to change the PAC structure once more. This was to develop what was called SUPER PAC. The immediate reason behind this move was that nearly all federal programs have developed an administrative policy that there must be a local advisory board made up of the recipients (or their parents in the case of a program for children). Since nearly all Indian programs are from federal funds, a multiplicity of such boards had come into being. Parents of a large family could easily find themselves encouraged to attend several meetings a week of one board or another. SUPER PAC, as a concept, was to bring together the PAC of Head Start, Follow Through, and any other school advisory boards that wished to join (Title I, Title IV, Johnson O'Malley, Bilingual Education Title VII). SUPER PAC was launched at the annual picnic in the spring of 1973, but despite a number of meetings its purpose was never clearly defined beyond that of sharing information to conduct its business. Follow Through continued to act through the MAIN PAC and LOCAL PAC's, and SUPER PAC faded away without ever actually being officially killed or buried.

Further information on the areas of decision making and how these evolved is included in the second part, the Evaluative Section, of this report.

TRIBAL COUNCIL--GRANTEE

↓
establishes as
their agent for FT



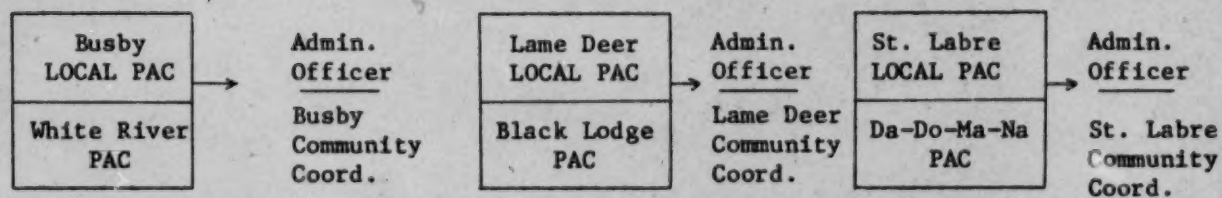
Administrative Officer:
FT Director

Responsible for:

Program Policy
(Development and Sign Off on Proposals)

Budget Policy

Personnel Policies and Actions
(Involving Central FT Staff)



Each responsible for:

Local Program Policy

Expenditure of Local Parent Activity Funds

Personnel Policies and Actions
(Involving Local Community Coordinator and Classroom Aides)

Fig. 1.--Organizational structure of PAC

(2) Parents in the Classroom

The University of Kansas "model" used in Northern Cheyenne Follow Through is unique in (1) using more aides per classroom than any other sponsor's model, and (2) setting up a rotational system so that as many families of Follow Through children as possible have at one time or another had an adult member working in a paid capacity as a classroom aide.



The University of Kansas model used in Northern Cheyenne Follow Through schools, uses more parent aides per classroom (three) than any other model. It also rotates employment so as many parents as possible have experience working in the classroom.

The classroom staffing consists of the lead teacher and three aide positions. In the "ideal" model proposed by the sponsor there is a hierarchy of responsibility related to the amount of training and experience needed to handle various teaching responsibilities. The highest is the "permanent" aide, who teaches one of the academic areas (math or reading) which require the most experience and skill of any aide position. As implied by the name "permanent" aide, the person in this position is encouraged to stay on permanently, continually adding to his/her training. The next highest is the "semester" aide who would teach handwriting. The sponsor felt this was a subject area requiring less training, and that the program could afford to train someone new for this job every semester in order to pass teaching experience around. The last aide position they called a "rotating" aide, and this position was to be held for a short period (nine weeks was suggested to the Northern Cheyenne) and then given to another parent. This position was usually assigned no academic area or regular group of children to teach, being used primarily under the direction of others to tutor individual children.

When the program started, despite the unemployment rate on the reservation of over 25%, it was hard to find people willing to take the aide positions. As one recruiter described it:

The three parents in every classroom were supposed to actually teach the children, not just help out with things. At first nobody could get used to this.

There had been a scattering of aides used in classrooms before, but they usually assisted with various classroom chores, checked children's work, and helped to "maintain order"--functions which were not considered teaching. One person interviewed for the evaluation described parent attitudes toward being given teaching responsibility as follows:

At first the parents were afraid, but they learned to teach, and the children began to learn, and the parents began to come to the school and to know what was happening to their children.

The parents are very proud of what their children are doing in Follow Through. One little girl in the Kindergarten last year had to move away and the teacher of the new school where she moved to wrote back to say that this little girl was doing so much better than the other children that they had to put her ahead. She wrote to say that it must be a very good program at Busby School. We have seen what can be done with Indian parents helping to teach in all the Follow Through classrooms.

The system of allowing parents to teach for only a limited period of time which the sponsor proposed, proved to be unnecessary on the Northern Cheyenne reservation. Its purpose was to allow new parents from each entering class of children to obtain classroom teaching positions, which they could not do if there was no turnover in the original aides hired, providing openings for new people. However, the "natural" turnover rate, replacing people who

had to quit for one reason or another, proved to be very high on the reservation. In one "bad" year, the 44 aide positions in Follow Through classrooms were filled by over 140 different people. Presented with this evidence, the sponsor agreed to officially drop the requirement that aides who wanted to continue to work should have to quit to make way for new people. At the same time the notion that handwriting should always be taught by the newest aide was also dropped. If the aide showed a particular skill in teaching handwriting, and did not want to move into teaching reading or math, she was now allowed to continue working and to continue teaching handwriting if she chose.

(3) The Role of the Community Coordinator

Perhaps more than any other aspect of the program, the development of the position of the community coordinator must be examined to explain the impact this program has had on the schools and on the families of the Northern Cheyenne. This position was not part of the "sponsor's model," but represented a unique aspect of the program developed by the Northern Cheyenne. Its impact was different in each community and different with each of the individuals who held the position, but a common thread runs through them all. Here was an "advocate," a person who worked first for the "people" and secondly for the "school."

In the first year of Follow Through the title of this position was "Community Aide." It was an outreach position, the link between home and school, and in that way similar to the prototype of this position in many school systems. The functions of this position as traditionally defined by most schools is someone who carries messages to parents, who picks up permission slips, checks on absences, and who performs out-of-classroom errands such as taking children to doctors. The traditional "outreach aide" works clearly "for the school," and among the parents. The community coordinator, however, as this position developed, saw himself as working "for the parents" and with the school.

On the Northern Cheyenne reservation, as has already been explained, the grant for Follow Through was not made directly to the schools, but to the Tribal Council. The schools received instructional aides for the classrooms (selected by the Personnel committee of the PAC) and these instructional aides received their paychecks from the central Follow Through office.

In the first years of operation, one central PAC served all three communities. The personnel committee selected the central staff and the first "round" of classroom aides for each project. Immediately it was found that substitutes and replacements were needed. The central PAC

found they could not keep up with this turnover. (Later they developed the practice of filling all positions, and then at the same time selecting a group of people who were sometimes trained and who acted as substitutes, or as replacements if any of the original group quit.) The PAC therefore gave "interim" authority to find staff for local persons to the community "aide."

This authority to hire increased both the power and influence of this position. A "hiring" function had never been part of the routine of the people formerly used by the school as outreach personnel. It also required a degree of administrative skill--it was frequently difficult to talk people into the idea of going to work in what might have always been to them a "hostile" place--the school. People had self doubts about being able to do the work. Any hint of criticism or suspicion that they were not doing an adequate job, could lead to a threat to resign--or an actual situation of taking a few days out to "think it over" and regain courage to try again.

As the person responsible for finding and keeping the instructional aides for Follow Through classrooms, the community "aide" quickly became a very key person to the continued functioning of Follow Through. Their salary as community "aide" was originally the lowest paid position in the program. But the job responsibility they were taking on

required a great deal of self direction, administrative skills in dealing with personnel matters, as well as being the key communication link between the central Follow Through office and each community. The title was therefore changed to "Community Coordinator" and the salary continuously upgraded as the dependence of the program on this position grew.

As the person responsible for finding substitutes, Follow Through aides were required to report planned absences to the Community Coordinator. They also reported nearly everything else about their feelings about the school and their job, and a new role developed for the community coordinator--that of advocate (for the parent aide, or for any parent in the community who had some concern about the school) who would help to work the problem out with school administrators or teaching staff.

The first year, for example, at one school out of long practice in which aides fulfilled the more menial functions of the classroom, all "lunch duty" and all "playground" or "hall duty" was assigned to the aides. The community coordinator attempted to upgrade the position of the aides to more nearly equal partners on a "teaching team." He was eventually able to win agreement that the ancillary duties in the halls, playgrounds, and lunchrooms would be equally shared (as the instructional duties were) by teachers

and aides. Later the pendulum swung the other way, and teachers complained that the aides felt "more than equal" and since they felt they "did not work for" the school (their salaries came from the FT Office instead of from the local school) that they did not have to fulfill these less agreeable responsibilities. The community coordinator again was expected to enter and arbitrate a situation of mutual respect and responsibility for all the things a teacher (or teaching aide) is expected to do.

The community coordinator also had an administrative role. When the PAC structure of Follow Through changed from one centralized PAC, to a MAIN PAC with a local PAC in each community, the community coordinator became to the LOCAL PAC what the Follow Through director was to the MAIN PAC--the chief "administrator" to meet with, report to, and carry out the wishes of the local advisory board.

Since the supervisor of the community coordinator was the Follow Through director (rather than the principal or superintendent of the school) the community coordinators felt the assignment was not limited to tasks on behalf of the school, but could include any effort "on behalf of the people" of a community. This resulted in organizing or carrying out of a variety of projects over the years which had little to do with the school itself.

Probably the most impressive accomplishment that grew out of the role of a "community coordinator" was what happened in Busby--the site of the BIA Boarding School. The community coordinator at Busby was Teddy Risingsun.⁹ He saw a new interest in the schools coming about by the parents who had begun to work in the Follow Through program. This new interest carried over to the friends and relatives of the aides who worked in the program, from things happening at the school that they talked about. He therefore undertook to organize the community toward the goal of community control of Busby school.

In 1970 local control of Indian schools became the "official policy goal" of the U.S. Government, enunciated in a speech to Congress by President Nixon as follows:

. . . we believe every Indian community wishing to do so should be able to control its own Indian schools.

To implement this policy, the Bureau of Indian Affairs established a procedure whereby any community with a BIA school (like Busby) could establish their own school board, and carry out a referendum in which a majority of the community votes on whether or not they want the school to

⁹ Teddy Risingsun is a direct descendant of the famous Cheyenne leader, Chief Dull Knife, through his second wife, known as the Pawnee woman. The Pawnee woman and her oldest daughter were killed on the famous journey by the Northern Cheyenne when they walked over 1,000 miles, eluding pursuing soldiers all the way, to return from Oklahoma to their Montana homeland. Three other daughters survived the march, one of whom became the grandmother of Teddy Risingsun.

be under local control. If the vote for local control carries, the local board can negotiate for a contract to operate the school as a "contract school." A "contract school" means that the BIA continues to pay the cost of operating the school, but does not operate it directly. Instead it allows the local board to do so. The contract is renewable each year, but the amount received is subject to negotiation.

On the face of it, it would seem logical that the turnover of BIA schools to local boards would seem so advantageous to the local community that there would be a great rush to carry out this procedure to gain local control. This has not been the case. Those interviewed on the Northern Cheyenne reservation (and in Mississippi among the Choctaw who are now attempting to secure control of their schools--all presently BIA) indicate that there are fears always present in an Indian community, which generate rumors and doubts that can easily defeat an effort to obtain local control.

One such obstacle is the fact that teachers and other employees of schools run by the BIA are under civil service, and when the school goes contract it ceases to be a "government employer" and new staff are not hired under civil service. When a school goes contract there is a phase out of civil service. Staff employed under BIA retain their civil service status and may stay on as long as they choose,

but when they are replaced the new employee will be non civil service. However, the rumor which develops in the community is that the entire teaching faculty of a school will leave--transferring to other BIA schools "so they will not lose their civil service status." Friends of current staff may vote against contract because of this mistaken belief that current employees will be hurt or forced to leave.

Another factor deterring people from voting local control, according to Teddy Risingsun, is the fear that by taking this step toward local control, the federal government will later back off from its responsibility to continuous funding. The responsibility of the federal government to pay for the education of Indian children is well established in treaty rights for the "valuable consideration of Indian lands received from the Indians and enjoyed by the U.S. government and its citizens." On this basis the U.S. government agreed to pay, forever, for the educational needs of Indian children. But the Indians are mindful of the policy of "termination" under which the U.S. government made a financial settlement with a tribe and the Government thereafter declared themselves morally "free" of further responsibility for these tribes. This process of "termination" utterly destroyed several tribes to which it was applied. As there is no tax base or other means of support for an Indian school, the Indians recognize their dependence

on federal funds and are fearful to take any step which they are afraid might lead the government to deny them future funds.

Teddy Risingsun felt that if the community of Busby was ever to achieve control of Busby school that a very intensive effort would be needed of visiting in homes, talking to families, and bringing parents into the schools. With the help of a former VISTA volunteer¹⁰ a proposal was written for private foundation support for outreach staff to help involve parents in their children's education. This was funded and Teddy Risingsun and the staff employed under the foundation grant met repeatedly with parents talking education, talking Indian involvement in education, talking local control. Meetings--some social, some business--were set up at least monthly to bring parents into the schools. Even though the community had not yet voted on local control, the Tribal Council appointed a school board. Without authority, this board nonetheless held monthly meetings studying all the matters they felt a school board needed to know, such as accreditation, school budgets. After months of effort, a referendum was called and the vote was overwhelmingly for "contract," and local control.

At that point the Bureau announced that they had, temporarily at least, "frozen" the status of BIA schools and

¹⁰Jo Anne Elder. The foundation funding this project was the Donner Foundation.

that no further contract schools would be permitted until certain decisions were made, certain rules worked out. The community and Teddy Risingsun continued to fight for local control. As one part of this fight they joined with four other communities to help form a "Coalition of Indian Controlled School Boards"--an organization which, three years later, has grown from the original five members to 160 members and a considerable impact in the forward movement of Indian control of schools serving Indian children.

By the Spring of 1972 the BIA declared themselves willing to negotiate and the school board members, of which Teddy Risingsun was the chairman, went to Washington D.C. to negotiate.

Teddy Risingsun talked about that negotiation as follows:

When we were sitting there in Washington, D.C., talking to the very important people at the BIA about getting a contract and taking over our school, I told them that in the past, the school has always been run by outsiders. They come--and they go, and always they know that after a time they will go. It will not be a concern of theirs any more, what happens to the community. But I am not going to go away.

In Busby, I have a little house. And last year I planted a tree in the back yard of my house. And when I am old, I expect to sit in the shade of that tree. I expect to have my grandchildren around me and to live to watch the children of Busby grow up and see what they can do with the education they got in Busby School.

That is why I know that I will work very hard to make Busby a good school. And that is why I think the school will be better off when it is in the hands of the Indian people of Busby.

The BIA decided that the people of Busby and the local school board they had elected were "ready" for local control. A contract was therefore negotiated. And on the last day of June in 1972 a Pow Wow was called on the grounds of Busby school. The women prepared a traditional feast. And a representative of the BIA stood on a platform and presented a symbolic key through which they turned over control of Busby school to the community and its elected school board. Teddy Risingsun, who as a boy had developed a psychological deafness to escape the oppression of Busby school, accepted the key, on behalf of the school board, the Tribal Council, and the people of the Northern Cheyenne.

1.6 INSTRUCTIONAL METHODOLOGY--GENERAL

Each Follow Through program in the country is affiliated with a sponsor--the Northern Cheyenne's sponsor is the University of Kansas, and the instructional methodology which they help each of their sites to use is called the "Behavior Analysis" model.

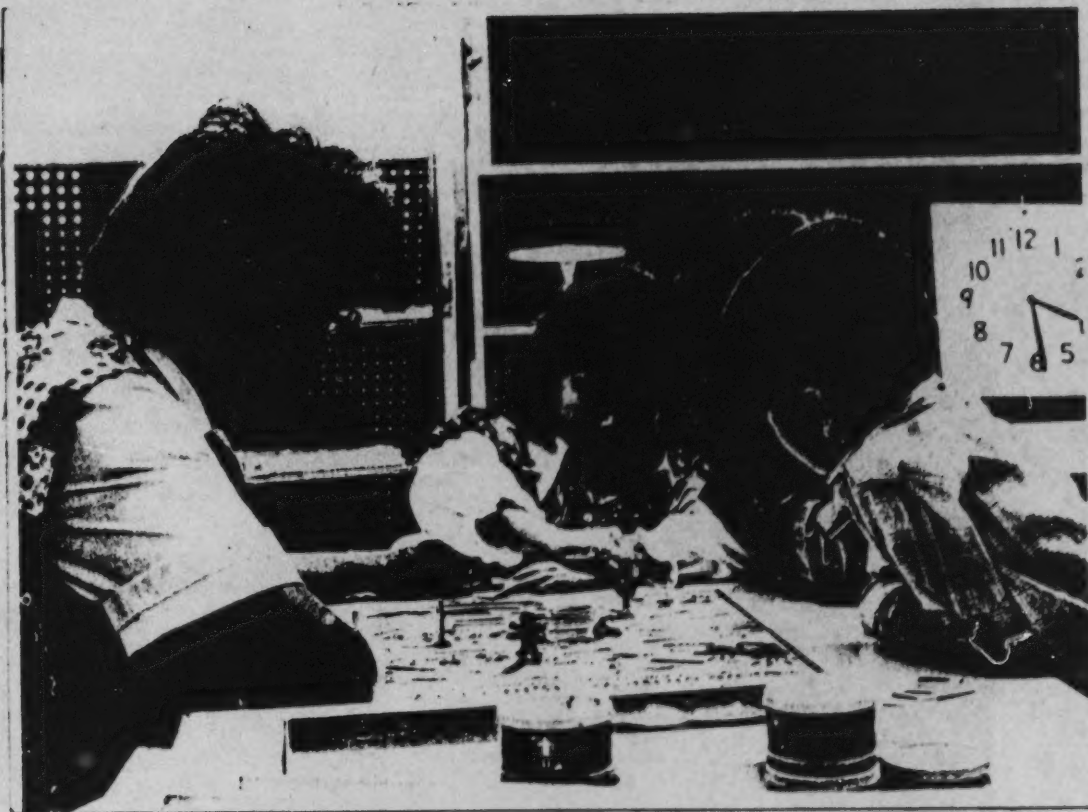
This section explains the principles behind the methods of instruction used in this model, and its key elements as the sponsor recommends it be used at each site. The next two sections deal with the specific examples of how it was implemented in this site, and how adapted to the special needs and circumstances found on the reservation.

(1) Use of Positive Reinforcement and a Token Economy

The "Behavior Analysis" model takes its name from the fact that teachers are trained to be very systematic in responding to what children do in a positive way that will motivate them to want to learn. They believe that children want approval and attention and that if they see that working hard, trying to master their lessons, following classroom rules of behavior all are very rewarding to the children who do it, that they will be motivated to do these things. The teacher is taught that she has many incentives she can use to motivate children--her smiles and hugs, her praise, or

letting a child have some bright attractive object he is curious about, or allowing the child to take part in an activity that looks like fun. The teachers' training helps him/her to use these incentives for each little step through which the child progresses toward becoming a good student. When the child is just learning how to act in a classroom the teacher will praise him for coming to the table and sitting down ready to work. When the child is beginning to be taught something she will praise him for paying attention. When he is working out a problem she praises accuracy.

The most visible sign that you are in a "Behavior Analysis" classroom is that usually the teacher is giving the children small plastic disks called "Tokens" along with her praise. The day in the classroom is divided into "earns" and "spends." The three main academic areas (math, reading, language arts) are taught at "earns," and during these periods the children earn tokens for their efforts at learning their lessons. At the end of the earn the teacher and children have an "exchange." Children exchange their tokens for permission to participate in their choice of activities for the next period in the day, which is called a "spend." The prices are set so that the most inviting activities require the most tokens, with the idea that the children will try very hard to concentrate and do well during the earn in order to have enough tokens for their preferred choice of activities during the spend.



Elsie Littlebear, a Cheyenne mother teaching at Busby school. In the foreground of the picture are the small token containers in which children keep tokens awarded them during an instructional period. The children and teacher in this picture are playing a game together which the children have selected as a preferred activity for which they exchanged the tokens they had earned.

Some Behavior Analysis classrooms do not use tokens, but are on something called "contingency contracting." In these classrooms the child's assignment is his contract, and his completion of it earns him the right to have an activity choice for a period of time before returning to his next academic subject area.

The activities during spends are not irrelevant to a child's school progress--teachers are taught to develop spend activities from which the child will learn about science, for example, or which will provide large or small muscle development, or even academic types of activities in a fun setting such as "Number Bingo." The main difference between the learning that goes on in the earns and the spends is that the earns are systematic learning through programmed materials, and the spends are not systematic or sequenced because children have a choice of activities, and the teacher cannot be sure that they will all choose an activity presented only during spends.

(2) Academic Priorities and Use of Programmed Curriculum Materials

The Behavior Analysis model believes that the child needs most of all in his early years of school to master the basic subjects of math, reading, and language arts, because these subjects provide him with the tools for all of the subjects he may take up during the time he is in school.

Classrooms using the model usually have other things they teach besides these academic areas. However, the effort is to arrange the day so that the amount of time devoted to the key subject areas will be sufficient to assure each child time to make solid progress in the priority subject areas.



The daily schedule usually has two periods for instruction in reading.

The sponsor also uses a set of recommended curriculum materials. These were chosen on the basis that they met six criteria established by the sponsor for acceptable curriculum. These six criteria have to do with whether the curriculum provides a means to measure what a child knows when he starts, whether his progress can be tracked and one concept built on another in logical fashion, whether his mastery can be checked by the teacher as he progresses through the materials. The curriculum materials recommended by the sponsor meet these criteria--however, some schools use other materials by mutual agreement between the site and the sponsor that the substitute materials also meet these criteria.

(The curriculum materials used are mentioned in the next section on specifics of the model at this site.)

All the curriculum materials are individualized, and children's individual progress differs widely. (Usually a wall chart will show children close together in their assignments early in the year, and spreading farther and farther apart in their placements as the year wears on.)

(3) Charting Children's Progress, and Setting Learning Goals

Although children learn at different rates, the sponsor records their progress and attempts to see that even the slowest children make enough progress to assure them a basic mastery level by the end of the program. This is supposed to be done by arranging extra time during the day, or extra help for individual children who are not making a minimum level of acceptable progress in subject areas on the regular class schedule. At the other end of the progress scale, they attempt to set learning goals high enough for a fast learner to keep him challenged.

The tools to do this involve charting of individual progress and adjustment of time schedules so a slow child has more time spent on academic work, and if he needs it, individual help. To assure that this happens, records are kept by the teacher. Originally every week, and now every

two weeks, the book and page placement in math and reading of every child is recorded and sent to the sponsor. In addition a daily schedule chart is kept by the teacher indicating how much time she uses each day in the teaching of reading, etc. The sponsor then uses this information to help set "targets" for the children's learning during the next week, or two-week, period. The District Adviser, who is the sponsor's representative, uses this information to help individual teachers plan adjustment of schedule to allow more time for math, for example, if children are not making sufficient progress, or an extra reading period for a small group of children who appear to need extra time and attention.

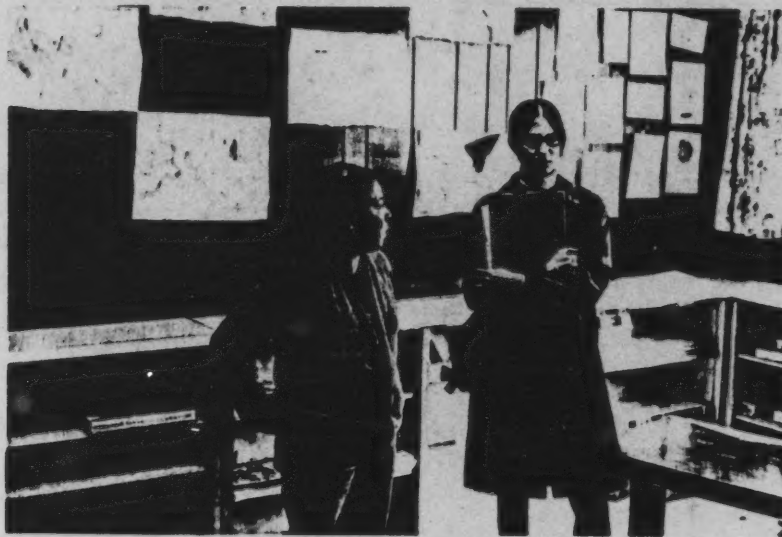
The machinery to follow individual children's progress and help teachers respond to his particular learning rate and needs has become increasingly more complicated over the years. Originally the sponsor did all processes by hand and exchanged information by mail with the classrooms at their sites throughout the country. Now each site is equipped with an "OpScan" machine which transmits the information to a computer center in Kansas, and feedback comes back over this machine in a short period of time. The justification for this expensive and sophisticated system is that in order to be truly helpful to a teacher, she needs the information right away.

(4) Staffing and Training

As all instruction is in small groups with children working at individualized assignments, the model calls for four adults in every classroom; the lead teacher, a paraprofessional assistant, and two parent aides. (The paraprofessional assistant may also be a parent, usually advanced to permanent status from an original assignment as a parent aide. The sponsor's parent program has been explained in other sections of the evaluation, but they recommend that hiring priorities be used to assure them from 50 to 75% of the teaching staff in each classroom are parents.)

Training in the early years was carried out in Kansas for the lead teachers. They were sent through "training classrooms" where they observed and then stepped in and taught while they were being observed. They "graduated" as trained staff people when the observers recorded their teaching behavior as meeting various criteria such as the number of praise statements, attention to "on task" children, and no attention to "off task" children, the proper sequence of models and prompts to individual children as they attempted to master a new concept, etc. Later, when each site developed a core of trained staff, the training classrooms were moved on-site and trainers took teachers or aides through the training classrooms to work on specific

teaching skills under close observation. Other means of training recommended by the sponsor consisted of workshops (before school or during the year) and a planned series of coaching visits and observations made during the year by trainers who came into individual classrooms.



Staff trainer, Winnie Senner, doing observation and coaching in the classroom which is the principle training method used in Northern Cheyenne Follow Through classrooms.

The University of Kansas has developed the training instruments which are highly developed (carefully researched), and very specific as to criterion of acceptable performance.

1.7 INSTRUCTIONAL METHODOLOGY--SPECIFIC

(1) Materials and Methods for Teaching Reading

The curriculum materials used in the reading program at Northern Cheyenne are:

BEHAVIOR ANALYSIS PHONICS (University of Kansas)

PROGRAMMED READING, Buchanan and Sullivan Associates (McGraw-Hill)

SRA READING LABORATORIES (Science Research Associates)

A sample of the reading instruction follows:

Children are sitting at a U-shaped table with seven children arranged around the outside. The teacher sits in the center with a chair on wheels which enables her to have frequent contact with each child. Each child is working on a different page, some in different books. Children read aloud softly to themselves. When they decide on an answer they pull down a cardboard slider covering the left margin of the workbook and check their answer. If it is wrong, they correct it immediately.

Children have a small cup with an Indian design on it on the table in front of them. The teacher moves from child to child checking the children's written answers and having them read aloud to her. She asks them comprehension questions about what they have read and awards tokens for correct responses. She also awards tokens for classroom behavior, e.g.:

Teacher to child, "I like that kind of concentration, it's really good."

Teacher places token in the cup in front of the child.

One child comes to a page in his workbook which has a star, and he raises his hand. The teacher comes and helps him sound out a word. The star indicates a new sound, and the star enables the child to know he needs help at that point (as all children are working at different places this enables the teacher to keep up with presentation of new material).

Another child is having trouble reading the word lacey. Teacher helps him sound it out. The child repeats the word twice still looking puzzled. Child, "lazy"? Teacher, "No, there is lace on the dress (pointing to lace). If there's lace on the dress, it's called lacey." Child, "Oh," with expression of comprehension.

One child has moved his slider down revealing an answer before writing his own response in the answer book. Teacher, "You need to read the question and write your answer and then pull the slider down." Teacher closes child's book and goes on to work with other children. After about 30 seconds she opens his book, and he resumes working. She goes to another child, then returns and praises child for using his slider correctly. (This procedure is called a "Book time out").

At the end of the reading period the teacher and child count each child's tokens and the number is entered on

an individual record folder. Each child is given a ticket with a number on it. When the child's next period calls for a "spend," the child goes to another room called the "back-up center" where he exchanges his ticket for an activity (different activities have differing prices). An aide is handling the activities in the back-up room. (In self-contained classrooms at other schools, both earns and spends take place in the same area, and usually only one or the other is going on for all children, and both teacher and aides supervise the exchange and the spend.)

(2) Materials and Methods for Teaching Math

The curriculum series used at Northern Cheyenne is:

SETS AND NUMBERS, Suppes and others (Random House/Singer)

Sample dialogue:

Children's desks have been arranged into a small island. Teacher is moving about around the outside looking over the child's shoulder to check children's work. He frequently crouches down beside the child so their conversation seems very personal. He uses many affectionate gestures with the children, patting a shoulder, roughing hair. At one point both teacher and child laugh over something (said too quietly to be overheard).

One child has reached a red line marked on the bottom of a page and raises hand. Teacher goes over and

checks the previous three pages of work. On each page while looking at the written answers he asks the child to read one problem aloud and asks questions to see that child understands the process. Awards tokens and marks correct answers. While this is going on, another child has reached a red line. Teacher: "Thanks for raising your hand." Gives child token and puts another red line at the bottom of the next page, "You go on working to here and I will be with you in a minute to check your work." He returns to first child and finishes checking work, makes another red line for him and leaves child to continue working on his own. Moves on to child who raised his hand earlier. .

Another child is working on a page with a blue line at the top. Teacher pats his shoulder as he goes by, "You've been working hard, Gilbert. That's a test page and you have to finish it without any help. You are almost finished now." Gives child a token as he continues working. Teacher moves on.

In another room, a kindergarten, some children are working in books at a small table by themselves and three children are gathered around a teacher who is reviewing them on a math concept which they are all evidently working on. Teacher: "Let's count tens--10-20-30-40. How many tens did you have?" Child, "Four." Teacher, "Four tens would be forty. Good work. Now see if you can do this one."

(Teacher spots a mistake. Child has written 2 tens = 30.)
 Teacher, "Ten plus ten equals?" Child, "Twenty." Teacher,
 "Two tens equal 20. Write two tens here." Child erases and
 writes in correct answer.

One child has some teddy bear counters and is working out a problem using these talking to herself as she works, "Number things in set, one, two, three, THREE"--laboriously writes answer with a big smile on her face. Another child has a cardboard with the numbers from 0 to 10 printed on it. He is working out the answer to a problem $3 + \_ = 7$ by counting on the number line. At the end of the period he uses the number line to mark the place in his book.

Teacher has all three children count each child's tokens aloud during the exchange. It takes about 4 minutes to get all children into their spend activity.

(3) Materials and Methods for Teaching Handwriting, Spelling

The curriculum materials used for teaching handwriting and spelling on the Northern Cheyenne reservation are:

THE B.A. HANDWRITING PRIMER (University of Kansas)

HANDWRITING WITH WRITE AND SEE, Skinner and Krakower
 (Lyons and Carnahan)

BASIC GOALS IN SPELLING, Kottmeyer and Claus (McGraw-Hill Book Co.)

Sample dialogue and classroom procedure:

There are four children working on "Write and See" books, each on a different page and one child working on some ditto pages called "levels." Teacher explains to observer that the Write and See series comes with "magic pencils" so that when children do not keep within the guidelines the gray line turns yellow. This is supposed to help children see immediately when they have made a mistake. However, since yellow is a prettier color than gray the magic pencils actually are a kind of incentive to make mistakes. So the program uses regular lead pencils.

Teacher to child turning to a new page: "I'll make a model for you." (Children are sitting in small cluster and teacher moves around, reaching around the child to draw a model of a letter the child is to copy. This enables child to see the direction of the strokes.) Teacher stands by child as he makes his first copy. Looks up at two children across the group. One is staring into space and rolling his pencil back and forth on the table. The other is copying letters. Teacher: (to child who is working) "Bonnie is working really hard" (reaches over to put a token in her cup). Child rolling pencil looks up and resumes working. After a few seconds the teacher says "Alan is doing his work all by himself" and gives him a token too. When the first child she was helping has finished with one copy of the letter the

teacher checks it, "That's good. You stayed inside the lines very well. Now do these and raise your hand for me to check your work when you get here." Makes a red line and moves on to another child. She is busy writing on the dittoed paper and teacher stops to say, "I like the way you are remembering to write from left to right."

When the child working on the ditto page finishes, the teacher checks her work. Teacher, "Show me one you think is your best one on this page." Child selects one and looks up. Teacher, "That IS a GOOD one. You touched all the dashes." She circles correct samples in red and quickly counts to see if the child has 15 out of 20. She does and teacher starts her on another ditto sheet representing the next "level."

In another classroom, children are working on spelling.

Teacher: "Our. How do you spell it? O-U-R. Remember to leave a space between the letters. That's nice, there you go." (Moves to another child) "How did these words start?" Child: "I." Teacher: "What kind of 'I'?" Child: "Says kind." Teacher, "Good, always remember that." (Moves on to another child) "Yours looks nice Gilbert. I like the way you space your letters apart." To another child who is writing the word "pair." Teacher: "Do you know what kind of pair that is Bruce?" Child, "Shoes."

Teacher: "Right. I've got a new PAIR of shoes." To another child, "That's a nice job. Keep these in your book. I'll put them in your folders when we get about three papers. Now do these. Do all of them." Child: "Is this a test?" Teacher: "No, your test is over here. Just write all of these, every single one and remember to space." To another child, "I like the way you've almost finished Bruce--okay, you're all done. I like the way you did your question marks. Wow, these are really good (reads sentences). And you remembered to write your name. Keep them in your book with the others."

(4) Materials and Methods Used During Spend Periods

The program provides a small budget which is used to buy "spend" activity equipment. For kindergarten level this would include a "house" area with various types of furniture, appliances, and toy food, clothing, dolls, etc. It would include a manipulative area with peg boards, blocks. In classrooms at all grade levels, back-up funds are used for a number of "educational games" from which children learn colors, matching, numbers, letters, etc. Much of the money goes for consumable supplies for craft and art projects--many of these activities are planned with the intent to teach cultural heritage. And the money is sometimes used for "save up" spend type of activities--e.g., children may save their

"extra" tokens over the price of what they chose for an individual spend, and on Friday the class has a movie. So many tokens for the movie. So many for popcorn to eat while the movie is going on, etc.

The ideal schedule proposed by the sponsor is a "spend" immediately following every "earn." This is so the anticipation of activities available during the spend will provide maximum incentive to work hard during the preceding earn. The "delayed" spend (end of week) mentioned above is an exception to that. This would ordinarily be used with older children who are capable of thinking in "future" terms more than a very young child.

Sample dialogue during exchange and spend:

Teacher: (points to "menu" of spend activities and their prices which is posted on the blackboard. In this way children know in advance of the spend what is available and can be working hard to get enough tokens for their chosen activity.) "Get your tokens in rows of five so we can count fast. Joyce is quiet and ready to count. How many do you have?" Child: "22." Teacher: "You really worked hard today. That's a good job. You can have anything on the board. (The highest priced item is 20.)" Child: "I want first turn with the typewriter. Then I want clay." Teacher: "Good enough." Takes all her tokens, and marks up a credit of 2 tokens toward a delayed back-up. Joyce leaves and counting goes on with other children.

When there is an equipment item that is a great favorite and only one piece of equipment is available (like the typewriter) the teacher may arrange turns so more than one child can use it during a spend period.

Three children have chosen "playing teacher" with some reading flashcards and move into one of the reading areas taking turns as teacher. Another child has chosen to play a card game, "Old Maid." One aide spends the entire spend period playing with and giving her undivided attention to this child. Two boys have turned in their tokens for "guns" and a very active, let-off-steam game, of "cowboys" is going on.

No child ended the earn period with too few tokens to buy even the least expensive spend activity. Had this been the case he would have sat quietly during the spend without being allowed to join any activity. Sometimes if he has "almost" enough tokens, the teacher may assign a little more work he can finish and award him enough tokens at the end of it to take part in the rest of the spend. If he has to sit out a spend, the child keeps his tokens to apply toward the next spend period.

During the spend at least one teacher keeps a general eye on the room, making sure children stay in the activities they chose, and supervising the more active and potentially hazardous activities (e.g., the run around game of cowboys).

All staff interacts with children at least half of the spend period--it is a time for general conversation, imagination, and language development. Part of the staff may use some of the spend time correcting work or getting ready for the next earn period.

(5) Typical Daily Schedules

The sponsor recommends a daily schedule in which there are at least four academic lesson periods (called "earn") during the day. This enables the program to have two reading periods for each child, and one period each of math and handwriting. Each of these earn periods would, ideally, be followed by a "spend"--informal period in which children do activities of their choice based on the number of tokens they have earned, but which are structured by planning to include academic reinforcements, language development activities, physical exercise, etc., among the activities which the child may buy. The spends are therefore considered an informal learning period rather than the "free play" or "recess" which might be found in other programs.

In actual practice, this schedule was not found in any of the classrooms actually observed on the Northern Cheyenne during the evaluation visits. Variations of scheduling actually observed are shown below.

St. Labre Primary Center schedule (Group 1):

(The primary center is an ungraded classroom from first through third grade. Children in it are divided into six groups, which move from teacher to teacher for the various academic activities.)

<u>Group I Schedule</u>	<u>Weekly Schedule Exceptions</u>
9:00-9:40 Reading	Religion instead of
9:40-10:25 Back-up	back-up on Monday
10:30-11:10 Math	afternoon
11:10-12:40 Lunch and free activity including outside play	Music during part of morning back-up period on Wednesday and instead of afternoon back-up on Thursday
12:40-1:20 Back-up	Art instead of afternoon back-up on Tuesday
1:25-2:05 Handwriting	Library (after school 2:55-3:30 on Wednesday)
2:05-2:15 Milk break	Mass (after school 2:55-3:30 on Monday)
2:15-2:55 Reading	
Library on Wednesday, Mass on Monday, other days dismissal	

Group 2 would have the following schedule:

	<u>Activities Schedules Weekly:</u>
9:00-9:40 Writing	Library 2:55-3:30 (after school) on Wednesday
9:40-10:25 Back-up	Mass 2:55-3:30 (after school) on Monday
10:30-11:10 Reading	Religion: instead of afternoon back-up on Monday
11:10-12:40 Lunch and free activity including outside play	Music: instead of morning back-up on Wednesday and instead of afternoon back-up on Thursday
12:40-1:20 Back-up	Art: instead of afternoon back-up on Tuesday
1:25-2:05 Reading	
2:05-2:15 Milk break	
2:15-2:55 Math	

This schedule represents an acceptable variation on the sponsor's approved model that was necessitated partly because of physical facilities. The primary center for grades one, two, and three is one very large room filled with academic area "islands" of tables. The back-up room was

added to the building specifically to accommodate this program, and is large enough to hold only two groups at once. Therefore, every child gets into the back-up area twice out of the six periods of the day, which means that two academic periods there is no "spend" to provide immediate incentive for the preceding earn, and that tokens must be saved for a delayed "spend." In general, however, the program separates structured learning periods with various breaks, and schedules some special activities which the school felt should be available to every child after school or during back-ups, which would mean that for those periods the child would not have a choice of activities. In these cases tokens might be saved toward various long term activities (such as movies). When there are scheduling variations, the schedule is worked out mutually by the sponsor and the local school.

Schedule observed in one of the self-contained classrooms at Lane Deer school during the evaluation is shown below:

8:45-9:00	Roll call, group
9:00-9:25	First earn (one group in reading, another in math, another in handwriting)
9:25-9:45	Second earn (math, reading, handwriting)
9:50-10:00	Recess (this may be used as a spend with children trading tokens for specific activities)
10:05-10:25	Third earn
10:30-10:55	Wash
11:00-12:15	Lunch and free activity
12:15-12:30	Story
12:30-1:30	Nap
1:30-1:45	Recess (this could be a spend with children trading tokens from third earn)

1:45-2:00	Snack
2:00-2:20	Fourth earn (reading, math, handwriting)
2:25-2:45	Spend

The period of time in academic work is much less than at the St. Labre primary center. However, there are four academic periods, which allows two in reading and one each in math and in handwriting according to the sponsor's model.

Two of the academic periods are back to back; however, the total elapsed time for these two periods is only 45 minutes. The recess periods do not meet the sponsor's model in that they are not always used for exchange activities which would reinforce the preceding earns, and are not very long (10 to 15 minutes). The only earn-spend sequence in keeping with the sponsor's model in this classroom schedule is that of the fourth earn, followed by a 20-minute spend the last two periods of the day.

The schedules shown above indicate 160 minutes (in four 40-minute periods) in academic subjects at St. Labre; 85 minutes in academic subject areas (in four 20-25 minute periods) at Lane Deer. Although individual classroom schedules varied, this general finding was consistent that the time in academic subjects was considerably higher at St. Labre Indian School with its ungraded primary center, than in classes at either of the other two schools which had self-contained classrooms. This may partly explain the differential in academic gains between schools, reported later.

(6) Methods Used in Training Classroom Staff

There are four types of in-service training in the sponsor's model as follows: (a) before-school orientation training workshop; (b) assignment for specific skill needs to training classrooms; (c) in-classroom observation and coaching; and (d) during the year special workshops on new methods, materials, information of general interest. In addition, each program is given supplementary training money to arrange academic opportunities at times and places which will enable staff to get additional formal academic course work toward professional degrees.

(a) Before-school orientation training. This is carried out by a combination of on-site trainers and special consultants sent in by the sponsor. Its general purpose is to give teaching staff (which includes both teachers and aides) the rationale behind the teaching methods they are being asked to use, and the reasons for the choice of the particular academic materials. In addition it serves as a time to present general program policies, individual school policies and procedures which new staff must understand, and for a variety of more specific training and practice sessions on classroom organization and technique.

This has been carried out every year at the Northern Cheyenne program. It has not completely fulfilled its purpose in that there is a high turnover of aides and even some

teachers in Northern Cheyenne reservation schools, which means that their replacements often do not receive this basic information in a very systematic way until the following fall when they attend an orientation training workshop, if they remain with the program a second year. In addition, as the project matures, some staff have attended several of these orientation workshops, which means the basic material is no longer new. Special scheduling for this experienced staff so that the time is useful to them has become a requirement in recent years.

(b) Training classrooms. When the program started, teachers were sent to Kansas for training by the sponsor in training classrooms set up at a school there. The procedure in the training classroom was for the teachers to receive information on how they were to teach, then observe the skilled teachers and aides in the training classrooms. They then "stepped in" and the training classroom staff took data on their teaching interaction with the children on forms specific to each curriculum area. The teaching observation forms had specific criteria which had to be met by the teacher by the conclusion of training.

In the 1972-73 school year the local program was supposed to set up training classrooms out of its own resources, using some of its more experienced staff (both teachers and aides), and the training classrooms at Kansas were discontinued.

Any new teacher was supposed to have training in the training classroom. Both on-site trainers and the personnel of the training classroom were supposed to do the observations on trainees using instruments giving the criteria for each curriculum area. In addition, if the trainers observing in individual classrooms saw an area of skill a teacher could use help in, he/she could be referred to the classroom for demonstration and practice in that particular skill area.

The on-site training classrooms never became operational in the manner proposed above on the Northern Cheyenne reservation within the period of this evaluation. Two training classrooms were selected for use, one at Busby school (kindergarten) and one at Lane Deer (first grade). These two schools used primarily self-contained classrooms. At St. Labre the primary center with its three-grade "primary center" operating as an ungraded classroom, presented quite a different set-up than the other two schools. This complicated the training classroom concept as there were a number of differences which meant that training received at St. Labre would not have strict applicability to use in the self-contained graded classrooms of the other two schools--and that teachers from St. Labre trained in one of these other classrooms would have to make several adjustments in adapting the training observed and practiced in a self-

contained classroom setting to the different organizational structure of the primary center.

Other problems encountered in implementing the on-site training classrooms was that only part of the staff in these classrooms were considered ready to take on this type of responsibility by the university sponsor team sent out to help train training classroom personnel. It took most of the fall to prepare the training classroom staff with the background they needed on how to do coding on the observational instruments, how to do coaching with the people they were training, etc. In the last half of the year, approximately two dozen teachers and aides did receive training in the training classrooms.

The substitute for training classrooms which developed out of use on the Northern Cheyenne reservation was the identification of individual teachers and aides as training specialists. In this way, an entire team (teachers and aides) from one classroom did not all have to be of "training classroom" calibre. In addition it was possible to pick out unusually skillful teachers and aides at each of the schools for the various curriculum areas, and it was possible to pick out people skillful with the curriculum as it varied for the different age levels. These training specialists serve as models performing the function of the training classroom staff originally proposed. By and large

the coding and coaching of teachers being trained has been done by the trainers, rather than by the training specialist. The principle remains the same--"training classroom" or "training specialist" is for the type of training best learned from imitation of a skillful teacher, followed by step-in practicing under observation. The variation involved in using training specialists allows somewhat greater flexibility which fits a rural situation where schools are separated by an inconvenient distance, and where the total teaching staff is rather small in individual schools.

(c) Classroom observation and coaching. The primary emphasis of the in-service training program is on observation of the teachers and aides as they work in their own classroom, and coaching which is done with them individually by the trainers after completion of an observation.

This classroom observation utilizes a number of observational instruments. Some of these are checklist type with a yes or no designation as to whether certain procedures are being followed. Others are timed observational instrument following a code indicating whether a teacher was "modeling" for a child, "prompting" him to do something himself, "praising" him or giving tokens, and also whether the teacher was engaged in disapproved teacher behaviors such as nagging or giving attention to children who are not "on-task" while ignoring children who are doing what is expected

of them. Specific criteria are available both on the general classroom observation instruments, and on those relating to specific curriculum areas. Samples of observational instruments used by the project are included in Appendix A.

The goal is observation of each teacher and aide two to four times each semester. If the teacher meets "criteria" on that particular observation, it counts toward "certification" as a behavior analysis teaching specialist. If the teacher demonstrates deficiencies, the trainer may schedule a time to come back to model and do additional coaching within the teacher's own classroom, or may schedule the teacher to go to one of the training specialists (substituting for the training classroom procedure).

This training procedure has been carried out on the Northern Cheyenne reservation, but not with the frequency prescribed by the sponsor. This is because the program has always had less training staff than the minimum designated by the sponsor as necessary to carry out the program. This minimum calls for one trainer (who would work primarily with the lead teacher and with the permanent aide in each classroom) for every 10 classrooms. In addition there should be one "parent trainer" for every 10 classrooms who works with the two shorter term aide positions for which parents were to be hired on a rotational basis (for a semester or less).

Instead of this ratio (one trainer and/or parent trainer for every 10 classrooms) this program hired one trainer

(and no parent trainer, as the trainer was expected to work with all levels of staff) for the 1971-72 school year, by which time the program was up to its full level of 16 classrooms divided among three schools. This was less than one-third the expected staff for training. For the 1972-73 school year the program hired a trainer and an assistant trainer for 16 classrooms (about two-thirds the expected training staff). In 1973-74 the program again had two trainers, for 16 classrooms.

In addition to having fewer trainers than required by the sponsor to carry out training as specified by the model, the effectiveness of the training staff was further diminished by the above-average turnover of staff. This meant that the basic training needed to be repeated over and over for the continual influx of new staff, and that the trainers had to spend much more time coaching to bring staff up to criteria than would be necessary with experienced staff for whom training can become mainly monitoring to see that skills and teaching procedures are maintained. Since the classrooms were in schools in three widely separated communities, the time lost because of the need to drive from one community to another further reduced the amount of time that could be spent in the classrooms.

In the 1972-73 school year, classroom observations were carried out on 75 out of 96 classroom teaching staff.

(If the ratio of four teachers per classroom in each of the 16 classrooms had represented continuously employed personnel, the total teaching staff would have been 64 instead of 96.) Even the 96 represents only those teachers or aides who actually worked for 6 weeks or longer--many many more were used as temporary substitutes, who also had to be coached by training staff.

The trainers managed to average slightly less than three classroom observations per teacher for the 75 teachers and aides who received this type of training, during the school year 1972-73 for which data are available, compared to the sponsor's recommended frequency of four to eight times per year.

(d) Workshops. The schedule of workshops held during the 1972-73 school year provides a sample of how workshop training was provided by the project. As workshops were to be held responsive to the needs of the project, no criterion number was set by the sponsor.

Orientation workshops were held before school opened on August 14-18. Repeat orientation workshops had to be held for staff hired because of turnover on August 25 (half day), on September 14 (full day), and on December 8 (full day).

Workshops on how to teach Handwriting were held at Lane Deer October 11, Busby October 27, and Ashland September 27.

A workshop on teaching reading was held January 4 at Lane Deer.

Workshops on math were held weekly at Lame Deer from October through January. Math workshops were held weekly at Busby beginning October 25, through February. (There had been heavy turnover in math teaching staff at these two schools, very little turnover at St. Labre in Ashland.)

Workshops to train the staff in training classrooms were held during October at both Lame Deer and at Busby.

February 22 and 23 a two-day planning workshop to set up a combination classroom at Busby was held.

1.8 SPONSOR SERVICES TO THE SITE

(1) The Role of the District Adviser

The University of Kansas sponsor assigns a person skilled in teaching and training methods and knowledgeable about the entire operating model to each site. The title of this person is the "District Adviser." This person makes visits to the site, approximately monthly.

The District Adviser provides on-site training for the staff trainers and sometimes for classroom personnel. Classroom visits are made and the adviser makes recommendations on scheduling, curriculum matters, and general classroom operations. If the local school administration or Follow Through personnel want to make some change in utilization of staff, in curriculum or other areas covered by the contract agreement between the site and the sponsor, the District Adviser attempts to work out details that will accommodate local wishes while keeping the program elements that are necessary in order for the site to remain representative of the program model.

The District Adviser brings in other consultants from the sponsor as needed--in order to provide personnel for workshops on subject areas in which the adviser is not a specialist--in order to train testing personnel to carry out program evaluation, etc.

(2) Training Services

In the early years of Follow Through the sponsor had key training personnel and lead teachers come to Kansas for training. They also held special workshops for school administrators to familiarize them with the model; for parent trainers and outreach staff, and for general consultants assigned by the Office of Education to work with sites. These workshops provided skills to classroom staff, and information on the rationale of the program to administrators, consultants, and others.

The sponsor also carries out continuous research and materials development on a whole package of training instruments through which classroom staff learn the use of curriculum and teaching methods which are the key to the learning system developed as the "Behavior Analysis Model."

At present, most training services are offered on-site with personnel from the University of Kansas sent out for specific training purposes. Over the years attention has gone into developing local capability to train new personnel, and the sponsor has assumed responsibility for a lesser role in training as sites demonstrated themselves capable of self-sufficiency in this area.

(3) Curriculum Tracking and Feedback

The curriculum materials selected by the University of Kansas were chosen because they had a means of measuring

entry skills, presented materials sequentially, and had a means of determining mastery, and could be completely individualized. Each teacher fills out a weekly report giving the book and page number for each child at the end of each week. This progress is charted and checked by supervising personnel. A typical chart may show children starting the first week of the fall bunched at approximately the same level, and within a very few weeks individual progress showing a wide spread of levels as different children in the class progress at different rates through the materials. If this spread of progress levels does not take place, it is a cue to training staff to work with the teacher on how to individualize work assignments so children are not held back in an effort to keep a group "together."

The University of Kansas had copies of these progress reports mailed from each site to Kansas in the early years. Later, each site was requested to purchase an "OpScan" machine capable of transmitting data over phone lines and recording "feedback" data sent out from the University of Kansas computers. In this way, the sponsor kept track of the individual progress of each child, and sent back reports based on a grid of progress "targets" to guide the teacher as to whether the pace of the child's progress was appropriate.

The targets came from several years of data relating book progress to test scores in which children were either at or above the expected achievement of children of comparable age and grade levels. Targets also took into account individual child differences--more than average progress was expected of a child who had demonstrated a capability for accelerated work; modified lower targets for children who had missed school because of some reason, for example.

The teacher was expected to use this "target" information to arrange extra periods of academic work for children who took more time to achieve an acceptable level of progress, or to arrange tutoring or special attention. The trainers and the district adviser were expected to provide assistance and specific suggestions of procedures to use with the groups, or with individual children, in order to bring all up to an acceptable level of progress.

The general opinion expressed by project staff during the evaluation was that this process of curriculum tracking was important; too important to be dropped, but on the other hand that it had never worked in practice as it should have. In the early years when the reports went by mail, the length of time before feedback reached the classroom teacher made the information of limited value. Later with the expensive computer system and the OpScan machine the problems seemed to be in mechanical failure. Rural phone service was seemingly

not capable of handling such transmission, so a special phone line had to be installed. The isolation of the reservation made getting repairs difficult--someone had to fly out from Denver and then drive 120 miles to analyze the difficulty and repair it. There was also general dissatisfaction with the impersonal "target" data since there were so many factors the machine was unable to take into account--e.g., a child whose book and page progress on entering a classroom hid the fact that his comprehension of material he had covered was very shaky and he needed much review before being able to go on. There has been awareness of these criticisms by the sponsor and a continuous effort to make the feedback system more responsive and useful. The system has achieved its basic goal--the progress of each individual child is noticed, recorded and an "alarm system" of sorts put into motion to bring him needed attention.

1.9 PERSONNEL REQUIRED FOR THE PROGRAM

Follow Through Positions

1. 45 aides.--No educational requirement. Preference is given to low income persons who have children enrolled in the program. The aide must be willing to accept training; attend a one-week preservice workshop, accept training in the training classroom including training in the curriculum areas. Salary bonus incentives are offered for those who complete GED and/or accumulations of college credits. Must have local PAC approval to be appointed to the position.
2. 3 community coordinators.--Preference is given to low income persons who have children enrolled in the program. The person must be able to drive and have the use of a car. Knowledge of the community and acquaintance with parents and community members is helpful. Must have local PAC approval to be appointed to the position.
3. 2 staff trainers.--Qualifications include: certificated teacher, or previous Follow Through experience; endorsement by sponsor (in this case, Behavior Analysis of the University of Kansas); ability to drive and access to a car. Must have Main PAC approval to be appointed to the position.
4. Nurse.--Must be a registered nurse. Must have Main PAC approval to be appointed.

5. Executive secretary.--Must have secretarial and book-keeping skills. Must be able to deal with the public. (Acts as an assistant director.) Must have Main PAC approval for appointment to the position.
6. 1 director.--Must have ability and experience to write proposals, supervise budget, supervise staff. Must understand Follow Through program and Behavior Analysis model. Must be able to work with Indian people. Must have Main PAC approval for appointment to the position.
7. 1 evaluation aide.--Preference will be given to low income person with children in the program. Must have demonstrated basic mathematics ability. Must have had successful Follow Through experience as demonstrated by Behavior Analysis and district evaluation procedures. Must have approval of the sponsor and the Main PAC for appointment to the position.

1.10 INCORPORATION OF THE INDIAN CULTURE

It used to be that the child got his education from his parents. He learned to ride and hunt. He learned all he needed to know. Then he started to go to white man's schools and all that he learned was from white people. Since this Follow Through program it is again like it used to be. When the child goes to school he learns from his elders who are teaching now in the classrooms. He learns from his elders, and that is the Indian way.

--Follow Through parent

With three aides to every classroom hired from the Indian adults on the reservation, the majority of teaching adults the child finds when he enters school now represent his own culture. In addition, through the supplemental training, career opportunity program, and other means which Follow Through has found to make continuing education possible for its staff people, progress has been made toward the day when the lead teachers as well will come from the Indian community.

In this model the adults in the classroom have a teaching role--subject areas they present, definite groups they work with at different times of the day as the sole teaching adult. Although the lead teacher takes extra responsibility for the classroom in planning sessions in which she helps the aides plan to carry out their responsibilities, in the daily classroom schedule the lead teacher and aides appear to the children to have the same teaching function.

This is different than programs in which the function of aides is to maintain order and to work as an assistant, in clearly an inferior position to the lead teacher. The "role model" Northern Cheyenne children see in the Cheyennes who teach them is one to generate the full respect that one holds for a teacher.

Because over 70% of the staff of Follow Through are Indian adults, children who enter school speaking the Cheyenne language are able to find adults able to relate to them in their native language. The program reported that a special effort was made to place aides who were fluent in the native language in the kindergarten and lower grades, where the child is most dependent on the language of the home.

The sponsor's system of limiting the period of employment of two out of the three aides assigned to each classroom has been described earlier (as well as the modification of this system by the Northern Cheyenne). By recruitment and use of new personnel the program deliberately sacrificed the expertise that could have come from longer periods of training and experience by continuously employed parent teachers, in return for the benefit the program expected to gain from having more of the parents of children in teaching positions. The reason behind this choice by the sponsor was the stated position that the family is vital to a child's educational progress, and the belief that experience as

classroom teachers would bring more interest and support of the child's education. The program therefore tried to reach as many families as possible with temporary employment in the classroom. The position of this sponsor is that the primary means of bringing the child's culture and language into his educational experience is through utilization of adults who share that language and cultural background, who serve as educators and role models for the children.

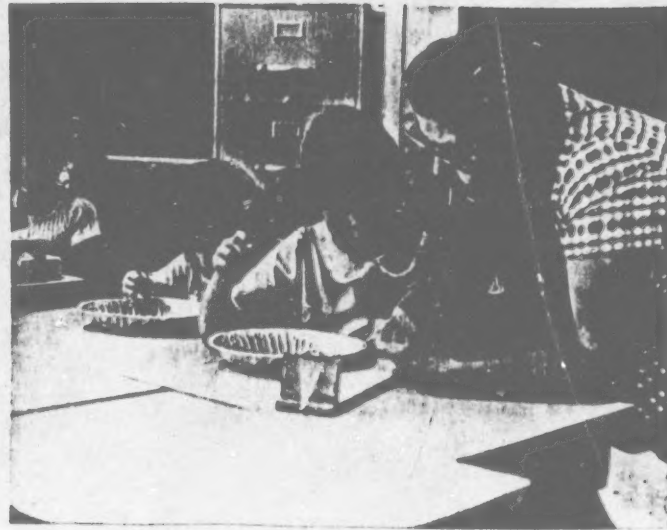
In all of the schools, teachers and children have contributed to wall decorations and displays reflecting the culture of the tribe. For example, in a first grade classroom at Lane Deer inside the door were two full length portraits of Cheyenne chiefs. Across the tops of the blackboards were color pictures of Indians with full head dresses. In the hallways at Busby were large temporary paintings with Indian motifs (with an occasional contemporary cartoon character such as Snoopy or Mickey Mouse, reflecting the fact that modern Indian children have a heritage from two cultures). At St. Labre Indian School, throughout the halls hang beautiful oil paintings and some sculpture with scenes depicting the history and people of the Cheyenne nation as well as the beauty in nature found on this reservation with its rivers, mountains, and forest areas.

The Follow Through program has blended with bilingual, bicultural programs from other federal funding sources. Under

the influence of these programs, all of the rooms at Busby are labeled with the Indian word as well as the English word. Children at St. Labre, during the period of the evaluation, were pasting felt square and feathers on felt head bands and loin cloths. The aides and children, during this activity, were discussing some dances they planned to do later in the week. At Lame Deer strings of beads and shakers made by kindergarten children were displayed in a glass case. On the walls of several classrooms were charts of numbers and colors with the corresponding Indian words.

Part of the daily schedule are child-selected reinforcing activities known as "spends." Teacher-planned activities which the children may choose frequently feature Indian arts or craft activities, and sometimes storytelling which is an Indian tradition.

Parents and staff people were interviewed on the point of whether the methods of the sponsor--e.g., rewarding positive behavior through a token system and the exchange of tokens for preferred activities--fit well with the Indian culture. One staff member responded that it fit very well with the traditional Indian child rearing methods. "Indians have always used praise and a system of rewards to shape the behavior of their children. Years ago Indian children were awarded feathers, shells, beads, and the like that they could use for adornment. Certain kinds of ornamentation denoted



Activities during the scheduled "spend" periods frequently feature Indian arts and crafts. Shown above are pictures of children in Follow Through engaged in a beading project.

'rank,' status, or position within the tribe." This staff member continued to describe the method of having a child sit quietly on a chair for a period of time if his behavior had been disruptive to other children--known as timing out. About this she said, "Even the use of the time-out chair is consistent with Indian methods of punishment in that in the old

days persons were banished from the tribe for periods of time to 'pay' for various transgressions."

Several staff members interviewed felt the system of "tokens" was sometimes misunderstood as a means to foster competitiveness among children where sharing is more natural than competition. They then explained that the tokens are not given or used competitively; the activity for which the child may exchange his tokens is dependent solely on his own efforts and the number of tokens he has received without regard to the number of tokens any other child has received. However, teachers noted that the cultural pattern of sharing did result in instances in which a child who felt well-off in the number of tokens he had would offer tokens to another child. For the most part the attitude of teachers and parents seemed to support the program, feeling that their own educational experience had been dominated by fear of teachers and punishment, and that the little children in Follow Through showed a much better attitude toward school in classrooms where teachers used praise, encouragement, and rewards as a method of instruction.

1.11 INSTITUTIONAL CHANGE PRODUCED BY FOLLOW THROUGH

Head Start, which was funded to the Community Action Agency, was the first educational program for children to come on to the reservation which came directly under the control of the Tribe. Follow Through was the second and in a way it had a far greater impact on the reservation schools because it served school-age children up through grade three. Head Start served only children below school age so that the program did not represent an area of mutual authority between the schools and the tribe. As described earlier in this evaluation, at the time Follow Through was initiated the school at Busby was directly run by the BIA; the public school at Lane Deer had a five-member school board of which two members were white, three Indian; St. Labre Indian School had a three-member school board consisting of three anglo priests.

The classroom staff in the grades involved in Follow Through was 21% Indian, 79% non-Indian. Thus the schools were very much dominated by the white members of the community, although the resident population on the reservation was only 8% white, 92% Indian.

Most federal funding for educational programs is awarded directly to the schools. In the case of Follow Through, however, several Indian reservations were found to have an assortment of private and parochial schools which

could not be directly funded. A precedent was therefore established of allowing funds to go to the tribal government or community action agency which could then operate the educational program in whatever schools served the children on the reservation. In the case of the Northern Cheyenne the schools were federal (e.g., BIA), public (Lame Deer), and parochial (St. Labre Indian School--now a private school rather than parochial). Therefore, the Tribal Council was allowed to become the grantee, and given authority over program, personnel selection and budget. Following Follow Through guidelines, the Tribal Council created a policy advisory committee made up of the parents of Follow Through children, and gave this group, called the PAC, authority over the program.

With the addition of three aides per classroom, the majority of classroom staff in Follow Through grades were now Indian (70%), even though the lead teachers were for the most part still non-Indian.

The growing role of Indian parents in managing their children's education was seen in the transition of school boards. By the 1973-74 school year, five years after the initiation of Follow Through, Lame Deer, the public school, had elected an all Indian school board. Busby had succeeded in passing a referendum to undertake local control of Busby school from the BIA, and it too had a five-member

all Indian school board. St. Labre Indian School had reorganized as a private school and had elected a seven-member all Indian school board--in this case partly Cheyenne and partly Crow as some children at St. Labre are boarding students who come from the adjacent Crow reservation.

Follow Through had brought individualized instruction to children from kindergarten through grade three. School administrators at St. Labre felt that they could not allow these children to go on into fourth grade still taught in large groups with every child on the same page at the same time. The principal at St. Labre described the impact Follow Through had in initiating changes in the other grades of the school as follows:

Follow Through is directly responsible for the innovation of the nongraded middle school concept at St. Labre Indian School. As we were fortunate in having our Primary Center (grades 1, 2, and 3) accepted into the Follow Through Program, our students were coming to the fourth grade from an area where they were working in small groups and at their own rate of progress. We felt it would be unfair to the students to take them from this system into a traditional graded system. As a result, in the fall of 1971 St. Labre went to the nongraded system. We divided our students into three large groups, based mostly on age. We sub-divided these large groups and moved the students through the subject areas.

In the first three quarters of the year our absentee rate went down 962 days. In a period of 7.5 months, our school raised scholastically 8.4 months on the scale of the Iowa Basic Tests. The greatest advancement was in the reading and English areas which we feel is to the advantage of our Indian children. We found again in the fall of 1972 that those students coming from the Follow Through classroom were coming in on or above grade level, which did not happen the first years.

We feel Follow Through has been a great advantage to our students. Parents working in the classrooms have built interest in the communities. As a result we see increased attendance at parent-teachers' conferences, increased interest in the school activities and affairs. An all Indian School Board has been elected to help run the school.

We have seen students come into the Middle School area more verbal than before. We see a greater display of self-confidence and initiative. We see a greater inquisitiveness on the part of the students. In order to further foster the listed qualities in the Middle School area, we have further divided our groups so there are now six groups. These students move through the various subject areas where they are instructed by a team of teachers in each area who are aware of their various strengths and weaknesses. On each team there are at least two master teachers, two aides, one or two Teacher Corpsmen and a teaching intern. All of the paraprofessionals work under the direction and supervision of a master teacher. We feel we are offering the best type of education to our students as a greater effort is made to work with each child at his ability level in all subject areas.¹¹

A similar effect on changing the upper grades is taking place at Busby. The negotiating team which won the contract for Busby school planned a program that would "continue the benefits of Follow Through all the way through twelfth grade." By this they meant the benefits of paraprofessionals working in a team with lead teachers in the classrooms so that children could continue individualized and small group instruction like that they had experienced in Follow Through grades kindergarten through third. The school board initiated a program called PLAN in the fall of 1974 which utilized programmed curricula, entry and exit skill testing, and computer feedback, which overlaps the

¹¹Letter to Lora Demoray, Follow Through Director, January 1973.

Follow Through grades and continues into the upper grades fostering individualized, mastery based learning utilizing paraprofessionals extensively.

The Superintendent at Busby school interviewed in the fall of 1974 said that he felt Follow Through had been the main factor behind a completely different attitude about education and the school in the community. "The parents have changed. They used to feel that the school was the 'white man's thing.' Now they have the feeling about the school that it is ours." The Superintendent made these remarks before answering a series of questions on ways in which Follow Through might be improved or changed. He stated: "Any thing I might say about ways in which we are dissatisfied or might want to change the Follow Through program would have to be seen in perspective. Any criticism would be a very small matter beside the very significant fact that because of Follow Through there is a completely different morale; a parental and community involvement in education that didn't exist before."

In addition to the changes in general community and parent attitudes toward education, and the change to greater individualization of instruction throughout the schools described above, there is a growing group of Indian adults with professional training in education. Follow Through has provided cash bonus incentives and salary increases to

encourage staff to continue their academic work toward the goal of becoming certified teachers. Utilizing the Career Opportunity Program (federally funded) and the Supplemental Training Program, administered in conjunction with Follow Through, plus various scholarship programs which have enabled people to study during the summer months, many Follow Through employees are now approaching certification. Statistics on participation in academic programs are given in the second part of this evaluation. Case examples are included here as an example of change in the professional resources of the community to meet the needs of Indian children through Indian adults.

Ruby Braine.--Started as an aide in the Follow Through program with less than a high school education. Since then she has obtained her G.E.D. and enrolled in the COP program through Eastern Montana College at Billings. Even though she has several children at home and has worked full time, by the summer of 1974 she had progressed to junior standing in college. She was hired by the school district as a kindergarten teacher (certification is not yet required for kindergarten teachers in Montana). State recognition of Ruby as a professional in education came when she was asked to attend meetings in Bozeman to assist with the revision of the Montana State Kindergarten Guide.

Joyce Knowhisgun.--Started as a Follow Through aide. Moved up to lead teacher position in the kindergarten at Lane Deer. Joyce has four children under the age of ten. Each summer for three years she has taken two of the children with her, leaving two with her mother on the reservation, and has gone to Billings to work full time on college work. During the year her academic work continues through the COP program. By summer 1974 Joyce had achieved third quarter junior standing toward her goal of graduation and certification in elementary education.

Bonnie Knowhisgun.--Started as the lowest level of parent aide--the rotating aide position to teach handwriting in the Follow Through classroom. Advanced to permanent aide position, and after several years classroom experience advanced to assistant Staff Trainer, and eventually Staff Trainer--the position she held at the time of this evaluation. Bonnie had less than a high school education when first employed. She achieved her G.E.D. and, utilizing a variety of academic opportunities throughout the school year and summers, had advanced to senior standing in college, expecting to complete her degree during the 1974-75 school year. Bonnie is the mother of six children ranging in age from 5 to 16, and has made this academic progress while working full-time. Bonnie was asked if her educational interests and achievements have had any noticeable effect on her

children. Bonnie replied that her children read a lot because they see her read a great deal. And she says the children discuss professional occupational goals such as being lawyers, or being a doctor. Bonnie says her husband is very supportive of her educational goals and advancement. If she has to attend out-of-town meetings, he'll assist by baby sitting, or when possible, driving along with her. Bonnie said, "His interest and support have really been a big help."

The awakening interest in education has spread beyond the elementary schools on the Northern Cheyenne reservation. The Tribal Council appointed an education committee to concern itself with the development of educational opportunities on the reservation. Steps have been taken toward creation of a satellite college that would offer resident credit for courses taken on the reservation, with credit given through the parent school. John Woodenlegs, former tribal chairman and Lane Deer school board member, serves on a national Indian Education Advisory board. Sylvester Knowshisgun, Follow Through parent and PAC member, is also a national consultant on education working primarily with the National Coalition of Indian Controlled School Boards. This national organization was founded with leadership from the Northern Cheyenne reservation which was one of the original five communities that formed the coalition--an organization which by late 1974 had grown to 169 members.

In summary, an Indian community on an isolated reservation which five years ago, when Follow Through began, took almost no part in education even of its own children in reservation schools, has taken control of the boards of all three schools and has contributed leadership on a national basis to the goal of greater Indian control over the educational advancement of both Indian children and adults.

II. NORTHERN CHEYENNE FOLLOW THROUGH PROGRAM: EVALUATIVE REPORT

This section of the report documents program outcomes over five years of program operation of the Northern Cheyenne Follow Through program.

Available data on educational achievement of children consisted of the Wide Range Achievement Test which was administered to all children in May of each school year. Although a control group was not built in to the program design, some historical achievement test data from Northern Cheyenne schools from 1965 was obtained from published reports of the Association on American Indian Affairs, which provides a contrasting picture of the pre-Follow Through level of achievement in reading. In addition some comparisons are drawn from the national control group used for evaluation of Behavior Analysis Follow Through programs.

Data on staffing patterns were obtained from school employment records. Records on participation of community members in academic career development programs were made available for analysis.

Information for the section on participation in decision making came from the files of minutes of PAC meetings since the first program year.

Costs and benefits information came from project proposals and BIA published data having to do with the labor

force. These documents, providing evidence of program outcomes, were supplemented by on-site visitation, and extensive interviewing of program participants and staff.

2.1 HOW HAS FOLLOW THROUGH AFFECTED THE EDUCATIONAL GAINS OF THE CHILDREN?

Data in this section are from the Wide Range Achievement Test, a nationally standardized test of academic achievement in the areas of math, reading, and spelling. This test has been administered to all enrolled children in May of each year since Follow Through was initiated. In order to isolate the effects of the Follow Through program, unless otherwise indicated test results reported are limited to children continuously enrolled in Follow Through since first grade, or since kindergarten beginning with the 1971-72 school year when Follow Through was extended to kindergarten at all three schools.

Detailed test result information for five years is given in the appendix.

HOW DOES READING ACHIEVEMENT OF FOLLOW THROUGH CHILDREN COMPARE TO TEST SCORES BEFORE FOLLOW THROUGH?

Testing of reading achievement among children in schools on the Northern Cheyenne reservation was reported in 1965 (four years before Follow Through began) in the newsletter of the Association on American Indian Affairs, Inc. of New York.¹²

Interpretation of published test results is limited in that the test used to measure reading achievement was not reported, and in most cases the results reported appeared to be for all the children in the school rather than just the Follow Through grades. The data still provide at least a rough comparison of the change in achievement in reading which has occurred since the Follow Through program was started.

FINDINGS:

Busby School

Before Follow Through:

"Of the 235 elementary pupils at the BIA school in Busby, 41% suffered a lag of two years or more in reading skills" (AAIA 1965).¹³

¹²Newsletter of the Association of American Indian Affairs, Inc., New York, N.Y. No. 61 (December 1965) 1. As reprinted in The Indian: America's Unfinished Business, Report of the Commission on the Rights, Liberties, and Responsibilities of the American Indian, compiled by William A. Brophy, Sophie D. Aberle, and others (Norman, Oklahoma: University of Oklahoma Press), p. 140.

¹³Ibid.

Since Follow Through:

May 1974--No child in Follow Through was as much as two years below expected grade level in reading.

1971-72--Average grade equivalent of third grade children in first class to graduate from Follow Through was 3.1, seven months below expected grade level.

1973-74--Average grade equivalent of third grade children in latest class graduating from Follow Through had risen to 4.2, threemonths above expected grade level based on national norms.

Lame Deer

Before Follow Through:

"Over 40 percent of the elementary pupils at the Lame Deer public school showed a reading deficiency of two years or more" (AAIA 1965).¹⁴

Since Follow Through:

When the first class of children in Follow Through finished first grade 1969-70, their reading achievement was 1.6, three months below expected grade level. By the time this class graduated from third grade 1971-72 school year, their average reading level was 4.2, three months above expected grade level. By 1973-74, the most recent Follow Through third graders averaged reading scores of 4.5, six months above expected grade level.

¹⁴ Ibid.

St. Labre Indian School

Before Follow Through:

"At the St. Labre Mission School, 52% needed remedial work in reading" (AAIA 1965).¹⁵

Since Follow Through:

The first class of children in Follow Through in 1969-70 finished first grade with an average reading score of 1.6, three months below expected grade level. By the time these children finished third grade in 1971-72 their average reading score was 5.7, nearly two full years above expected grade level. In 1973-74 the average reading score was 5.1, still more than a year above national norms and in the top 13% of children in the national sample with which this test was normed.

Total Project

Before Follow Through:

"At Busby 41% suffered lag of two or more years in reading."

"At Lame Deer over 40% showed reading deficiency of two years or more."

"At St. Labre 52% needed remedial work in reading" (AAIA 1965).¹⁶

¹⁵ Ibid.

¹⁶ Ibid.

Since Follow Through:

In May, 1974, only 1% of Follow Through students lagged two years behind in reading skills.

In May, 1974, 71% of all children in Follow Through scored at or above grade level in reading achievement.

In May, 1974, the average reading score of all third grade children in Follow Through was 4.8 grade equivalent; almost a full year above the expected grade equivalent score of 3.9.

CONCLUSION:

From 40 to 50% of children in Northern Cheyenne schools before Follow Through showed a severe lag in reading skills; scores two or more years below expected norms.

Since Follow Through reading scores have raised dramatically; in May, 1974, 71% of the children achieved scores at or above grade level; the average achievement almost a full year above national norms; and only 1% of children tested still as much as two years below expected norms.

WHAT EFFECT HAS IT HAD TO START TEACHING READING IN KINDERCARTEN?

Follow Through started in first grade classrooms in all three schools in 1969-70. In the third year of the program, school year 1971-72 kindergarten children at all three schools were included in Follow Through and academic subjects were started a year earlier.

The figure below shows the comparative scores in reading of children who started Follow Through in first grade

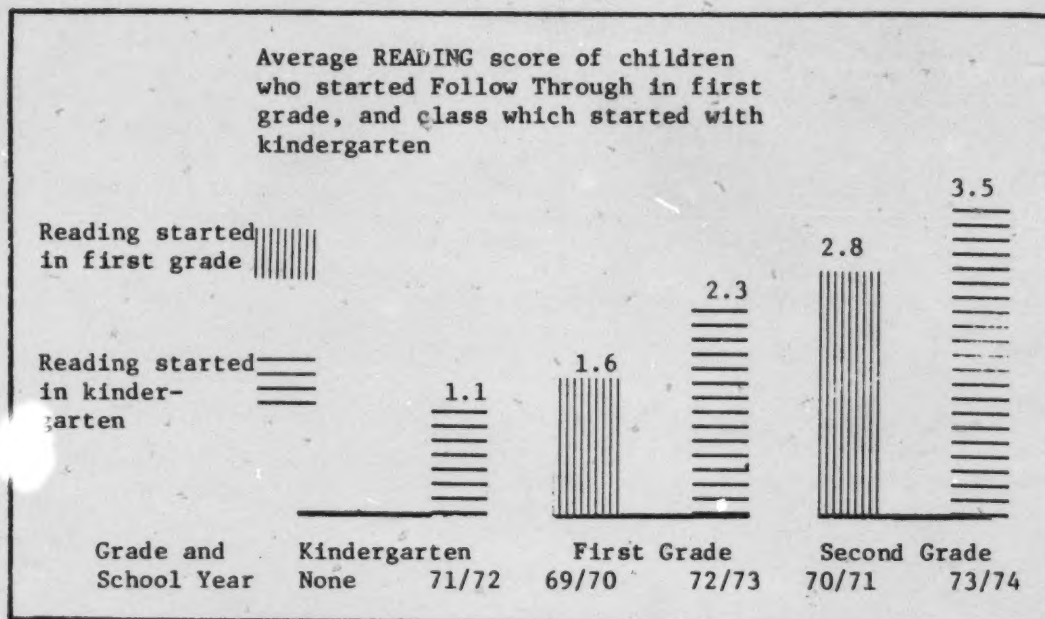


Fig. 2.--Wide Range Achievement Test scores

in the first group of children to enter Follow Through, and the reading scores of children who began Follow Through as kindergarten children with the entering class of 1971-72.

FINDINGS:

To summarize the findings of Fig. 2, Follow Through children who started reading in kindergarten showed an average superiority of seven months in grade equivalent standings by first and second grade over Follow Through children who did not begin in Follow Through classrooms, or in reading, until first grade.

Scores are based on children continuously enrolled. Detailed scores are given in the appendix.

CONCLUSION:

Starting the teaching of reading in kindergarten results in significantly higher achievement by the time children leave Follow Through after third grade.

WHAT IS THE TREND IN READING ACHIEVEMENT?

As the project matures, teachers who remain with the program acquire experience and more training in use of the curriculum and methods. This should result in continued improvement of student achievement within the limits of the children's abilities. This is addressed in the following question:

WHAT IS THE TREND IN READING SCORES?

The table below shows the average reading achievement level of children in first through third grade for the first group of Follow Through children who reached third grade in the 1971-72 school year, and for the last group of Follow Through children who finished third grade during the 1973-74 school year. The achievement is reported in the national percentile rank of this reading score--in other words a rank of 68% as reported would mean the average score of children in Northern Cheyenne schools was better than that of 68% of children across the nation as a whole on whom this test was standardized.

TABLE 2

WIDE RANGE ACHIEVEMENT TEST AVERAGE READING SCORES BY
CLASS AND GRADE REPORTED ACCORDING TO NATIONAL
PERCENTILE RANK

	First Grade	Second Grade	Third Grade
First Follow Through class 1969-72	47%	50%	73%
Latest Follow Through class 1971-74	68%	75%	77%

FINDINGS:

To summarize the findings from Table 2:

1. The national percentile rank of the average score in reading of the most recent group of children in Follow Through was higher at each grade level than the rank of the first group of children in Follow Through.
2. The reading program is quite powerful, as demonstrated by scores of third grade children which are in the top 30% of children nationally, and getting higher.

CONCLUSION:

The trend in reading scores is for continued improvement as the project matures.

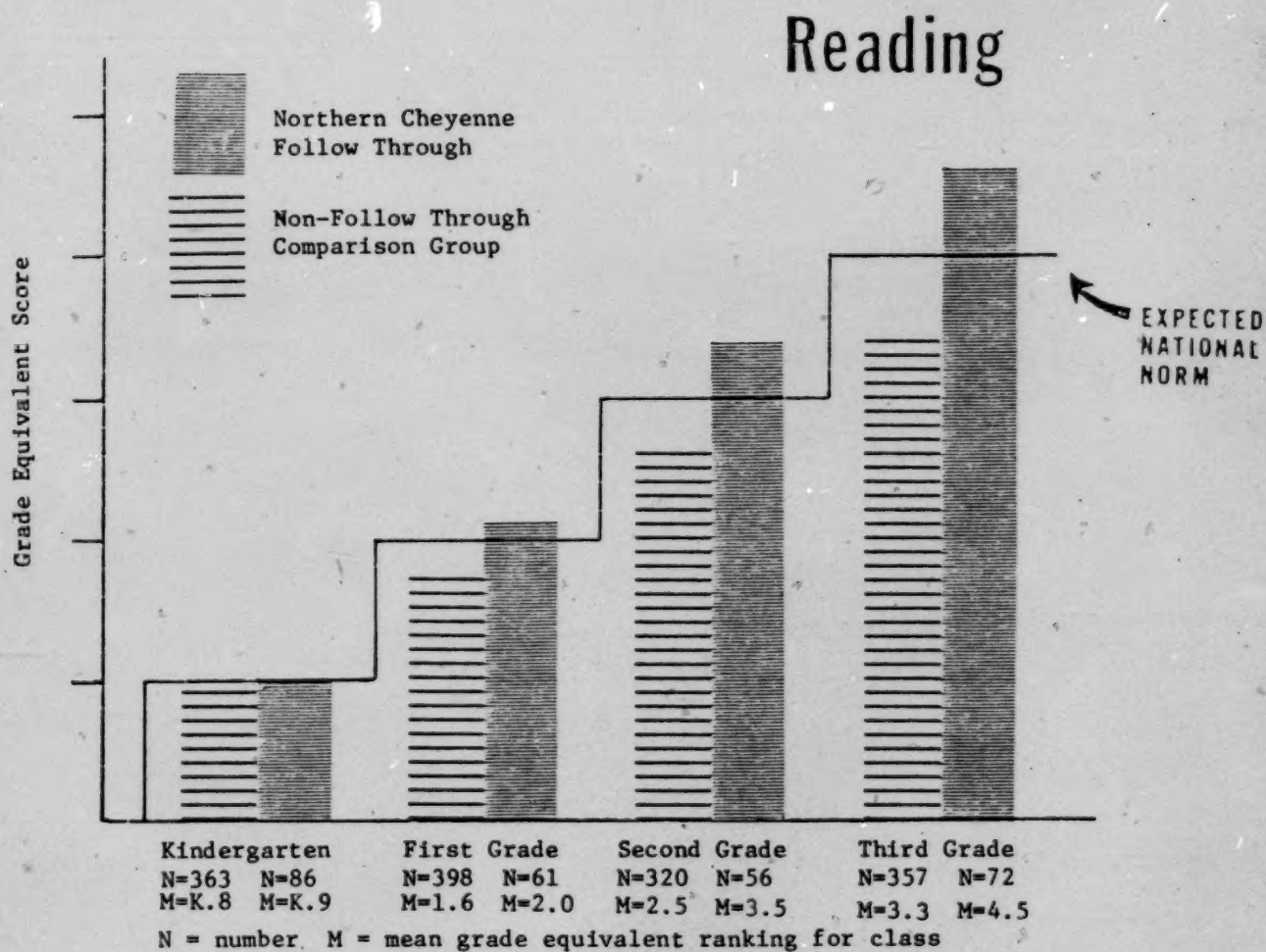
HOW DOES READING ACHIEVEMENT COMPARE TO A COMPARISON GROUP OF NON-FOLLOW THROUGH STUDENTS?

On the Northern Cheyenne reservation, the Tribal Council insisted that all children must be included in the Follow Through program. (Nearly all Indian tribes made the same decision.) The result of this is that there is no "control" group of children left out of the program whose school success might be said to represent the level of achievement Northern Cheyenne children would have made without Follow Through.

In the national program, however, the University of Kansas did test a control group of children in districts where not all children were included in Follow Through classes. These children were from families with a poverty level of income who would have been eligible for Follow Through had the local district been granted more money with which to include more children. This provides a comparison group which provides at least a rough measure of the kind of school achievement poverty children eligible for Follow Through are making without the benefits of such a program.

Figure 3 compares the reading achievement of this non-Follow Through comparison group with Northern Cheyenne Follow Through student test scores, in relationship to national norms established for the Wide Range Achievement Test.

Fig. 3.--Wide Range Achievement Test comparison of class means in reading achievement between Northern Cheyenne Follow Through students and the national non-Follow Through comparison group



FINDINGS:

To summarize the findings from Fig. 3:

1. Children in the national comparison group tend to fall farther and farther below national norms in reading achievement with each passing year.
2. Northern Cheyenne children in Follow Through start kindergarten at grade level, and each year their achievement moves farther above grade level compared to national norms.
3. By third grade, Northern Cheyenne children who have been continuously enrolled in Follow Through three years, are more than a year ahead of the national comparison group of poverty level children not enrolled in Follow Through.

CONCLUSION:

Unlike a non-Follow Through comparison group whose reading achievement falls farther below national norms with each year of schooling, Northern Cheyenne Follow Through students demonstrate a reading achievement well above national norms.

ADDITIONAL FINDINGS:

Another type of analysis of the comparison between Northern Cheyenne children and the national comparison group examines whether the reading achievement superiority is statistically significant--e.g., could this much difference be the result of chance differences in the groups?

The table which follows compares the reading scores of each project school to the children tested in the national comparison group to see whether the difference is statistically significant.

TABLE 3

WIDE RANGE ACHIEVEMENT TEST MEAN SCORES OF PROJECT AND
COMPARISON GROUP, THIRD GRADE CHILDREN, SUBTEST: READING

Project Children		Comparison Group Children		Mean Score Difference	t
		Mean Raw Score	Mean Raw Score		
Busby	N=18	58.9	N=357 53.36	5.54	1.88
		SD 11.65	SD 13.50		
Lame Deer	N=36	60.9	N=357 53.36	7.54	2.36*
		SD 18.25	SD 13.50		
St. Labre	N=18	64.9	N=357 53.36	11.54	4.36**
		SD 10.61	SD 13.50		

N = number of children in test group; SD = standard deviation among test scores.

*Difference in favor of project school, significant at .05 level.

**Difference in favor of project school, significant at .01 level.

For additional data, see appendix.

FINDINGS:

To summarize the findings from Table 3:

1. Children at Busby school were superior to children in the national comparison group, but the difference was not great enough to be statistically significant.
2. Children at Lame Deer school were superior to children in the national comparison group, and the amount of superiority was great enough to be statistically significant at the .05 level (e.g., the possibility that the difference could have been by chance is less than 5 in 100).

3. Children at St. Labre school show a very large superiority in reading achievement over children in the national comparison group, a difference statistically significant at the .01 level (e.g., less than 1 chance in 100 that this much superiority would occur by chance).

CONCLUSION:

Northern Cheyenne third grade Follow Through children show a superiority in reading achievement over a non-Follow Through comparison group which is statistically significant at two out of three of the reservation schools.

HOW DO THE NORTHERN CHEYENNE SCHOOLS COMPARE WITH EACH OTHER IN THE TEACHING OF READING?

The following table compares the first class of children through Follow Through with the most recent class to finish third grade. The table reports the national percentile ranking of the reading achievement scores--e.g., the percentage of children in the national standardization group who scored lower than the average score of Northern Cheyenne children.

TABLE 4

WIDE RANGE ACHIEVEMENT TEST SCORES, READING--NATIONAL PERCENTILE RANKING OF THIRD GRADE CLASSES

School	Busby	Lame Deer	St. Labre
First class in Follow Through 1969-72	37th	68th	95th
Most recent class in Follow Through 1971-74	68th	77th	87th

Scores are based on children continuously enrolled in Follow Through. For detailed data see appendix.

FINDINGS:

To summarize the findings of Table 4:

1. In the most recent class of Follow Through children, the reading average score from all three schools ranked in the top one-third of children in the national standardization group.
2. Consistently the reading scores at St. Labre have been higher than in the other two schools, although the difference between the schools is less than in the beginning years in Follow Through. Busby, formerly the BIA school, has shown the greatest improvements in reading skills.

CONCLUSION:

The rank order of reading achievement in Northern Cheyenne schools has been consistent, lowest average achievement among Busby children, middle place Lane Deer, top achievement at St. Labre. However, the greatest improvement in reading scores has taken place at Busby and the difference between the schools is much less in 1974 than it was in 1972.

DISCUSSION:

Without carefully controlled research conditions, it is not possible to explain why circumstances at one school produced a different result from that at another and prove your contentions. However, staff who worked at all three schools were interviewed and the following are some of the differences they identified which they felt might explain differences in achievement. At St. Labre the scheduling provides for longer academic periods. Because first through third grade are combined, teachers may work with the same children over a two or three-year period and are better able to provide continuity of instruction than occurs in the other schools in which each grade advancement brings a new set of teaching personnel. There has also been less turnover in the teaching personnel at St. Labre, resulting in a teaching staff with more experience and

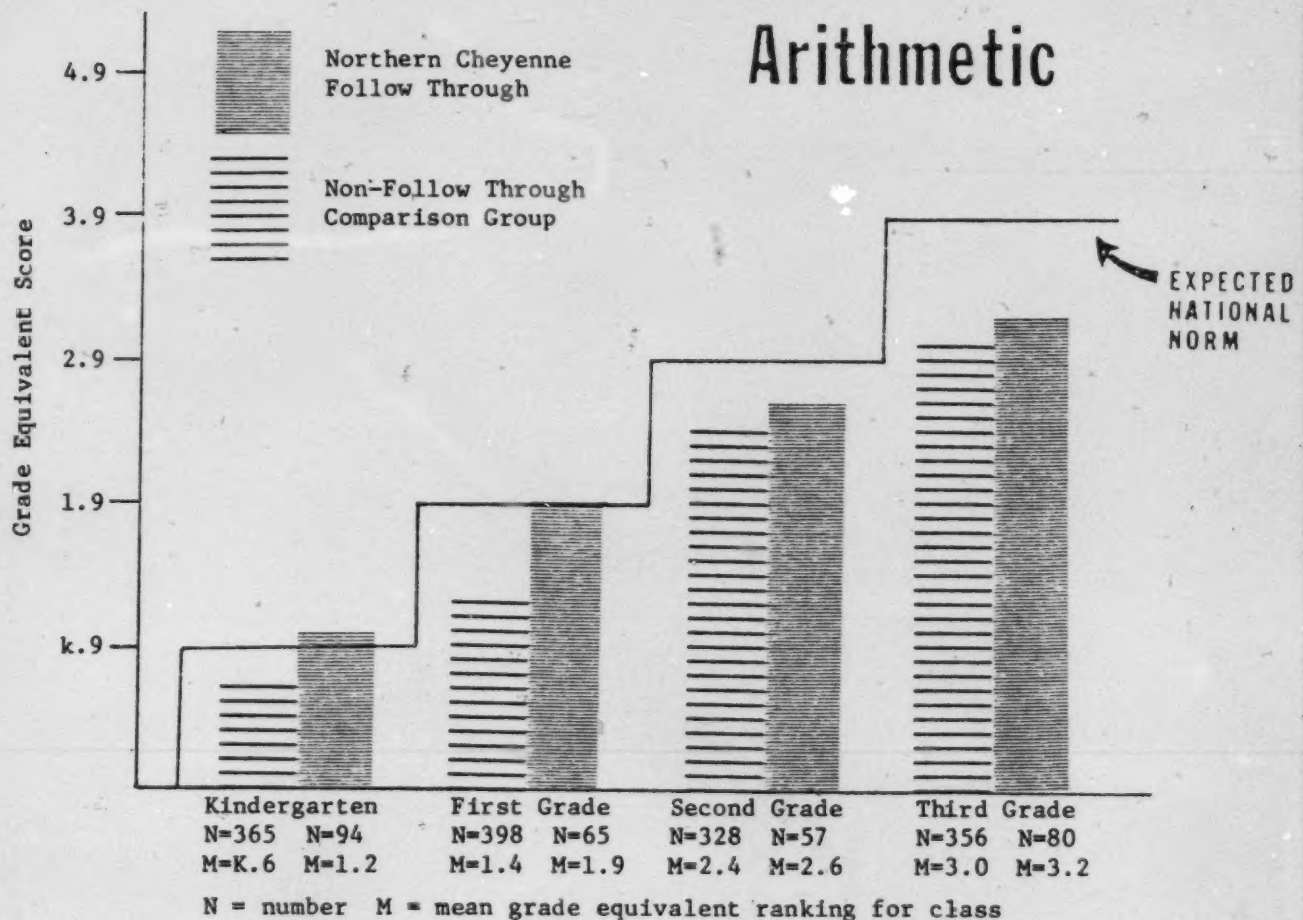
training in the teaching methods of the model. All of these factors may help to explain the superiority of performance of children at St. Labre. Since families on the reservation tend to transfer their children from one reservation school to another, it seems unlikely that any difference in achievement can be explained by a superior capability of the children enrolled.

HOW DOES MATH ACHIEVEMENT OF NORTHERN CHEYENNE CHILDREN
COMPARE TO A NON-FOLLOW THROUGH GROUP OF STUDENTS?

As noted before, there is no "control" group of children on the Northern Cheyenne reservation who were left out of the program and whose academic achievement could be used as an indication of how children might have achieved without Follow Through. But a national comparison group of children was tested in 1973 to compare with the achievement of Follow Through programs following the University of Kansas model. These children were from poverty level families in school districts where they would have been enrolled in Follow Through except that the grant to the school district was not large enough to include all eligible children. This comparison group therefore shares the income level and educational profile of children who are enrolled in Follow Through.

The following figure compares the achievement in arithmetic of this non-Follow Through comparison group to the arithmetic scores of Northern Cheyenne Follow Through children, in relationship to the national norms established for the Wide Range Achievement Test.

Fig. 4.--Wide Range Achievement Test class means in math achievement comparing Northern Cheyenne Follow Through students with non-Follow Through Students in the national comparison group



FINDINGS:

To summarize the findings from Fig. 4:

1. Northern Cheyenne Follow Through students start math instruction in kindergarten which gives them an initial head start of about three months over national norms, and about six months over the non-Follow Through comparison group.
2. The gains in grade equivalent score in first, second, and third grade represents about six or seven months in each school year. This means that the comparative standing of Northern Cheyenne students with the national norm drops each year, and by the end of third grade children average from six to seven months below national norms in math achievement.
3. Despite the drop below national norms, the Follow Through children continue to score higher, on the average, than the national comparison group of poverty level non-Follow Through children.

CONCLUSION:

Follow Through children have higher scores in math, on the average, than non-Follow Through children of a comparable poverty background. Follow Through children tend to score at or above national norms, on the average, in kindergarten and first grade, but to fall below national norms as they progress into second and third grade.

ADDITIONAL FINDINGS:

The following table applies the test of statistical significance to analyze whether the superiority of Northern Cheyenne Follow Through children over the national comparison group of non-Follow Through children is enough to be statistically significant. For this analysis the class means of third grade children (based only on those continuously enrolled in Follow Through since first grade) is compared statistically school by school to the national comparison group.

TABLE 5

WIDE RANGE ACHIEVEMENT TEST MEAN SCORES OF PROJECT AND
COMPARISON GROUP, THIRD GRADE CHILDREN, SUBTEST:
ARITHMETIC

Project Children		Comparison Group Children		Mean Score Difference	t	
		Mean Raw Score	Mean Raw Score			
Busby	N=23	28.5	N=356	27.06	1.44	1.87
		SD 3.62		SD 3.92		
Lame Deer	N=37	27.4	N=356	27.06	.34	.62
		SD 3.01		SD 3.92		
St. Labre	N=20	29.7	N=356	27.06	2.64	3.82*
		SD 2.87		SD 3.92		

N = number tested; SD = standard deviation among test scores.

*Difference in favor of project school, significant at .01 level.

FINDINGS:

To summarize the findings from Table 5:

1. The average math achievement scores from all three schools were higher than the average scores of the non-Follow Through comparison group.
2. The superiority of Northern Cheyenne Follow Through students at Busby and at Lame Deer is not sufficient to be statistically significant.
3. The superiority in math of children at St. Labre is large enough to be statistically significant at the .01 level (e.g., the possibility of this much difference by chance is less than one in 100).

CONCLUSION:

The superiority in arithmetic of children at Busby and at Lame Deer over the arithmetic achievement of the non-Follow Through comparison group is not sufficient to be statistically significant. The superiority in arithmetic of children at St. Labre is statistically significant (e.g., less than one chance in 100 that this much difference would occur without the effect of the program).

WHAT IS THE TREND IN MATH ACHIEVEMENT SCORES?

The table below compares the average (mean) scores in math of third grade children in the 1972 school year and those of third grade children in the 1974 school year. These two years represent the first group of children to complete three years of Follow Through (1972) and the most recent group of children to graduate from Follow Through (1974).

TABLE 6

WIDE RANGE ACHIEVEMENT TEST SCORES IN MATH OF THIRD GRADE FOLLOW THROUGH CHILDREN IN 1972 AND IN 1974

Children Tested After Three Years in Follow Through	Busby	Lame Deer	St. Labre	Total Project
1972 class Grade equiv.	3.0	3.2	3.2	3.0
Nat'l percentile	34th	39th	39th	34th
1974 class Grade equiv.	3.6	3.0	3.9	3.2
Nat'l percentile	53rd	24th	61st	39th

Scores are for children continuously enrolled since first grade. Nat'l percentile indicates the percentage of children in national standardization group who scored lower.

For additional details see appendix.

FINDINGS:

To summarize the findings from Table 6:

1. The trend in math scores is upward with a slight improvement in both grade equivalent standing and national percentile rank for the project as a whole from 1972 to 1974.

2. The amount of improvement at Busby and at St. Labre is much greater than the small overall project figures show, the total figures being depressed by a drop in achievement scores at Lane Deer.
3. At both Busby and St. Labre the average score in 1974 testing ranks in the upper half of scores represented in the national standardization group. The average math score at St. Labre is at or above grade level, although the other two schools have not yet achieved this status.

CONCLUSION:

The average math achievement of children tends to be higher now than it was when the first group of children to finish three years of Follow Through were tested in 1972.

HOW DO NORTHERN CHEYENNE SCHOOLS COMPARE IN TEACHING ARITHMETIC?

The 1974 test scores in arithmetic are reported separately for each school below. Each score represents the average of children who have attended Follow Through continuously up to whatever grade level it is.

TABLE 7

WIDE RANGE ACHIEVEMENT TEST ARITHMETIC SCORES--THE AVERAGE SCORE FOR EACH CLASS OF CHILDREN CONTINUOUSLY ENROLLED IN FOLLOW THROUGH

	Kindergarten	First Grade	Second Grade	Third Grade
Busby	1.0	1.8	2.4	3.6
Lame Deer	1.2	1.9	2.8	3.0
St. Labre	1.2	2.1	3.2	3.9

Based on May 1974 testing.

For additional detail on test scores, see appendix.

FINDINGS:

To summarize the findings of Table 7:

1. The average arithmetic scores at St. Labre are higher at every grade level than at the other two schools.
2. The spread between schools is widest at the third grade level, and progressively less for each lower grade.
3. Scores at all three schools are above grade level at the end of kindergarten. Only St. Labre maintains an average score at grade level by national norms through all four grades.

CONCLUSION:

Of the three reservation schools, only St. Labre achieved a class average for continuously enrolled students which was at or above grade level according to national norms. The differences between the lowest and highest scoring classes was least at the end of kindergarten (two months) and becomes progressively more with each grade with a spread from lowest to highest of nine months at the conclusion of third grade.

DISCUSSION:

As in the discussion involving reading scores, persons who worked with the program at all three schools were interviewed as to some of the differences in the way the program was implemented which might explain differences in levels of achievement.

The same circumstances mentioned in connection with reading also applied in the case of math. St. Labre has longer academic periods during the school day. The ungraded primary center allows better continuity of instruction as the child progresses through the three years he spends in primary center. Greater individualization is also possible in the primary center because there can be more groupings than are possible in self-contained classrooms.

Another reason which applied primarily to math was also mentioned, however. In self-contained classrooms the

lead teacher usually concentrates on the area of reading, leaving the teaching of other subjects to less experienced aides. (This is the usual pattern, although it is not always the case--aides do teach reading and in some cases the lead teacher concentrates on math instruction.) The sponsor representative mentioned that this pattern--lead teacher handling instruction in reading and aides in math and other subject areas--was also used in most classrooms in other Follow Through projects using the University of Kansas model. The sponsor representatives mentioned that they were attempting to change this utilization of the lead teacher. The reading curriculum at the upper grades, he felt, might be considered easier to teach than math at this level, because the curriculum materials in reading are better programmed. The sponsor was therefore suggesting the assignment of lead teachers in grades two and three to instruction in math as their primary academic area.

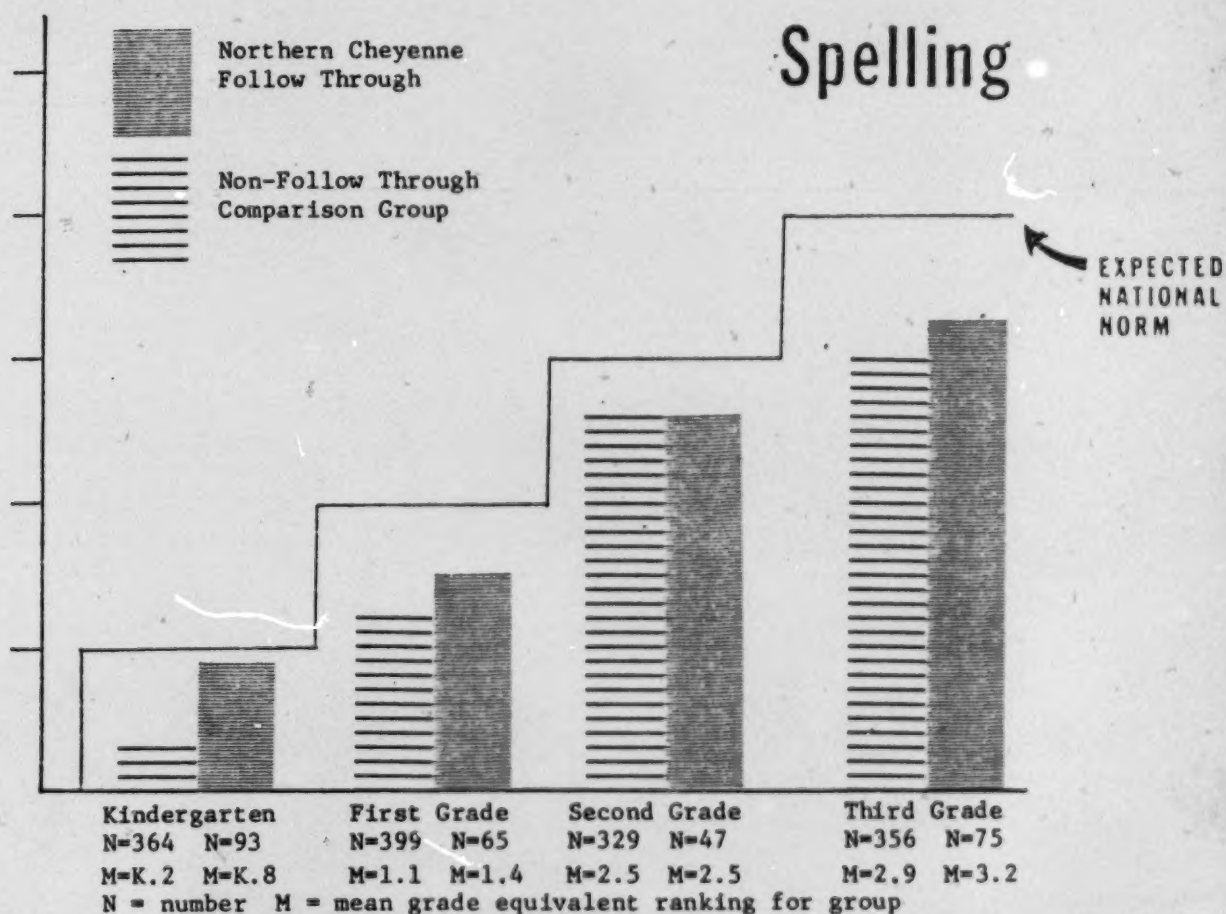
At St. Labre, with the combining of staff in the primary center, there has always been a lead teacher whose primary academic assignment was math instruction (and the supervising of aides who assisted in math instruction). This may have helped to make the math program at St. Labre more stable and productive.

HOW DOES SPELLING ACHIEVEMENT OF NORTHERN CHEYENNE CHILDREN COMPARE TO A NON-FOLLOW THROUGH GROUP OF STUDENTS?

Since all children in Northern Cheyenne reservation schools are enrolled in Follow Through there is no local group of children "left out" whose achievement might be used as an indication of how reservation children would have done without Follow Through. However, the University of Kansas did test children in other districts in which they are the sponsor as a comparison group. These children were from poverty families and had the same type of educational profile as the children in Follow Through. The only reason they were not enrolled in Follow Through was a shortage of funds which made it impossible for the local district to extend Follow Through to all children eligible for it. This non-Follow Through comparison group therefore offers some comparability to Northern Cheyenne Follow Through students.

The following figure compares the achievement in spelling of this non-Follow Through comparison group to the spelling scores of Northern Cheyenne Follow Through children, in relationship to the national norms established for the Wide Range Achievement Test.

Fig. 5.--Wide Range Achievement Test class means in spelling achievement comparing Northern Cheyenne Follow Through students with non-Follow Through students in national comparison group



FINDINGS:

To summarize the findings from Fig. 5:

1. Northern Cheyenne Follow Through children are consistently below national norms in spelling as established for the Wide Range Achievement Test.
2. At the same time, Northern Cheyenne Follow Through children are superior to poverty children in the non-Follow Through comparison group at three out of four grade levels.

CONCLUSION:

Follow Through appears to improve children's skills in spelling, but not enough to bring the children up to national norms.

ADDITIONAL FINDINGS:

The following analysis applies the test of statistical significance to analyze whether the superiority of Northern Cheyenne Follow Through children over the national comparison group of non-Follow Through children is enough to be statistically significant. For this analysis the class means of third grade children (based on those continuously enrolled in Follow Through since first grade) is compared statistically school by school to the national comparison group.

TABLE 8
WIDE RANGE ACHIEVEMENT TEST MEAN SCORES OF PROJECT AND
COMPARISON GROUP, THIRD GRADE CHILDREN, SUBTEST:
SPELLING

Project Children		Comparison Group Children		Mean Score Difference	t
	Mean Raw Score		Mean Raw Score		
Busby N=22	36.2	N=356	33.30	2.9	1.86
	SD 6.96		SD 7.17		
Lame N=36	32.0	N=356	33.30	-1.3	-.92
Deer	SD 8.10		SD 7.17		
St. N=17	39.1	N=356	33.30	5.8	3.56*
Labre	SD 6.34		SD 7.17		

N = number in group; SD = standard deviation among test scores.

*Difference in favor of project school, significant at .01 level.

For additional detail on test scores see appendix.

FINDINGS:

To summarize the findings from Table 8:

1. The spelling scores at both Busby and St. Labre were higher than the non-Follow Through comparison group.
2. The superiority of the children at Busby was not sufficient to be statistically significant.
3. The superiority of the children at St. Labre was enough to be statistically significant at the .01 level (e.g., the possibility of this much difference by chance is less than one in 100).
4. The spelling scores at Lame Deer average slightly lower than the non-Follow Through comparison group. The difference was not enough to be statistically significant.

CONCLUSION:

Only one of the reservation schools achieved a superiority in spelling over a non-Follow Through comparison group to be considered statistically significant.

WHAT IS THE TREND IN SPELLING SCORES?

The table below compares the average (mean) scores in spelling of third grade children in 1972 and third grade children in 1974. These two years represent the first group of children to complete three years of Follow Through (1972) and the most recent group of children to graduate from Follow Through (1974). If the teaching of spelling is becoming more effective as the project matures, it would be expected that the 1974 scores would be higher than those in the earlier class, 1972.

TABLE 9

WIDE RANGE ACHIEVEMENT TEST SCORES IN SPELLING OF THIRD GRADE FOLLOW THROUGH CHILDREN, 1972 AND 1974

Children Tested After Three Years in Follow Through		Busby	Lame Deer	St. Labre	Total Project
1972 class	Grade equiv.	2.5	3.0	3.9	3.0
	Nat'l percentile	21st	34th	61st	34th
1974 class	Grade equiv.	3.5	2.7	4.2	3.2
	Nat'l percentile	47th	27th	68th	39th

Scores are for children continuously enrolled since first grade. Nat'l percentile indicates the percentage of children in the national standardization group who scored lower. Both grade equivalent and national percentile ranking are based on the average (mean) score for the class.

FINDINGS:

To summarize the findings from Table 9:

1. Effectiveness in teaching spelling does appear to be improving as the project matures based on a slight improvement in both grade equivalent standing and percentile rank for the project as a whole.
2. The greatest comparative improvement appears to have been at Busby, the former BIA school. Scores represented by the first Follow Through class at Busby ranked in the lowest quartile of children in the nation. Spelling scores in 1974 had risen to very near the mid-point compared to children across the nation.
3. The spelling achievement of third grade children at St. Labre was at or above grade level both in 1972 and 1974, with the percentile rank of children in 1974 placing them in the top one-third of children across the nation.
4. The total project improvement resulting from the gains at Busby and St. Labre is offset by a drop in achievement scores at Lane Deer.

CONCLUSION:

As the project matures, the spelling achievement of children is improving.

HOW DO NORTHERN CHEYENNE SCHOOLS COMPARE IN THE TEACHING OF SPELLING?

The table below traces the spelling scores as first, second, and third graders of the initial class of children through Follow Through. The class average scores in this table are based on only those children continuously enrolled. Below this are the spelling scores of the Follow Through class which started two years later, and which finished third grade in 1974, the latest year for which test scores were available.

TABLE 10

WIDE RANGE ACHIEVEMENT TEST--SPELLING SUBTEST CLASS AVERAGES AS FIRST, SECOND, AND THIRD GRADE STUDENTS OF THE CLASS COMPLETING FOLLOW THROUGH IN 1972, AND THE CLASS COMPLETING FOLLOW THROUGH IN 1974

	Kindergarten	First Grade	Second Grade	Third Grade
Busby	(None)	1.5	2.0	2.5 (1970-72 class)
	1.4*	1.8	2.6	3.5 (1971-74 class)
Lame Deer	(None)	1.6	2.6	3.0 (1970-72 class)
	(None)	1.4	1.8	2.7 (1972-74 class)
St. Labre	(None)	1.5	3.0	3.9 (1970-72 class)
	(None)	1.4	3.0	4.2 (1972-74 class)

For additional details see appendix-

*Busby started children in kindergarten a year before any of the other schools had kindergarten. Therefore, of the class finishing Follow Through in 1974, only the children at Busby had a four-year experience in Follow Through.

FINDINGS:

To summarize the findings of Table 10:

1. At Busby and at St. Labre, the maturing of the project is seen in consistently higher scores in the more recent graduates from Follow Through than in the earlier class. At Lane Deer, however, this trend is reversed with the most recent class scoring lower than the earlier class, and much lower by the end of third grade than children in the other two schools.
2. The greatest gain in comparison of classes is at Busby, where the 1974 class is a full grade level above third grade children finishing Follow Through in 1972.
3. The highest achievement in spelling has consistently been at St. Labre. Children at first grade level have approximately the same level of achievement as at the other schools (spelling as a curriculum area is not taught until the latter part of first grade). However, once into the spelling curriculum the children in both reported classes gain more than a year in grade equivalent standing in a year of instruction, and by the end of second and third grade are at or above national norms for this test.

CONCLUSION:

Children at St. Labre consistently show the greatest achievement in spelling. However, Busby school children have demonstrated the greatest improvement since Follow Through was adopted.

DISCUSSION:

There is some indication from looking at the comparative scores of children at Lane Deer and at the other two schools in the charts included in the appendix that the group

finishing third grade in 1974 was on the average a low scoring class and that the difference in program effect at Lane Deer and the other two schools is not as great as it appears to be from comparisons based on children tested in that year. Other cohorts of children appear to achieve more nearly at a par with the other schools.

SUMMARY:

Follow Through has had a dramatic effect on the academic achievement of children in schools on the Northern Cheyenne reservation. The greatest improvement is demonstrated in the area of reading performance; an area in which there is evidence from test scores before Follow Through that Cheyenne children were severely deficient in the recent past.

Math and spelling achievement also exceed the scores of children in a non-Follow Through comparison group drawn from other districts in which only part of eligible children were able to enroll in Follow Through classes. The project trend shows both math and spelling achievement improving as the project matures.

The implementation of the program among the three reservation schools is clearly different, and has resulted in different program effects. Some insights of staff members as to the possible reasons for these differences have been discussed.

2.2 HOW HAS FOLLOW THROUGH INCREASED THE ROLE¹³⁴ OF INDIANS AS CLASSROOM STAFF?

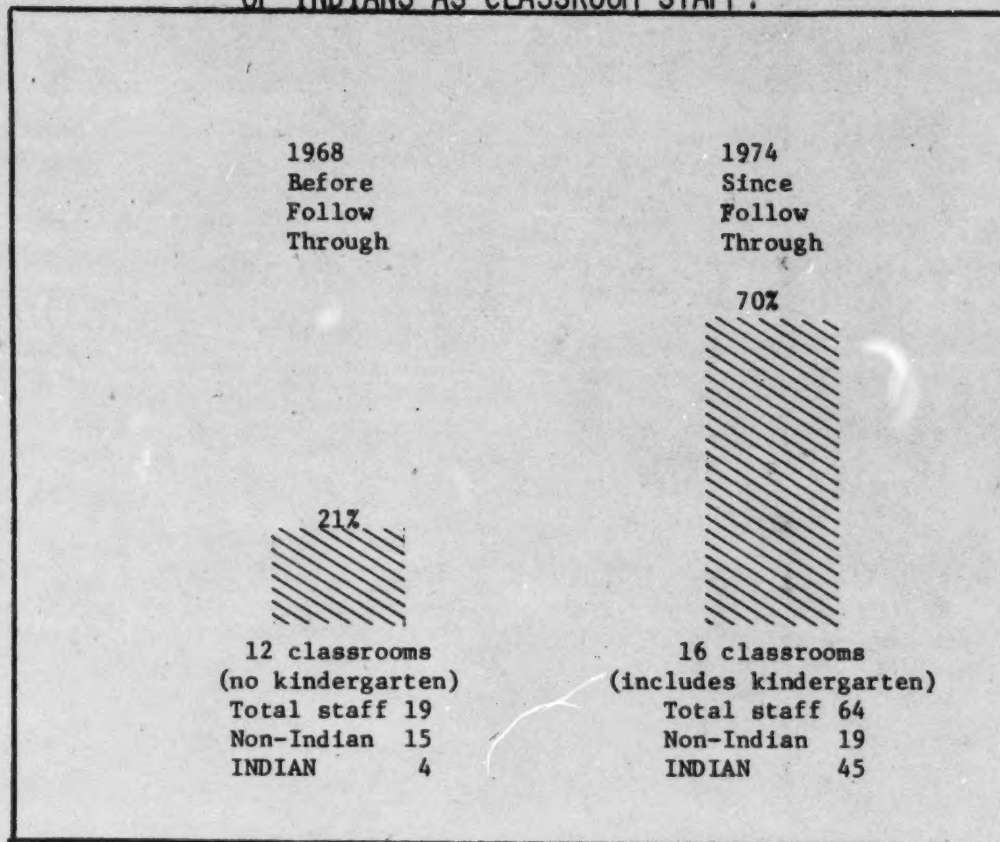


Fig. 6.--Indians as a percentage of total classroom staff through grade three

FINDINGS:

To summarize the findings of Fig. 6:

1. Before Follow Through, teaching staff was primarily drawn from the non-Indian segment of the population (as indicated earlier the reservation population is approximately 92% Indian, 8% non-Indian).
2. Since Follow Through Indians make up the majority of teaching adults in the kindergarten through grade three classrooms of reservation schools.

3. Before Follow Through most classrooms had only one teacher, with aides in a few classrooms in two of the three schools eligible for Title I funds. Follow Through has changed the staff child ratio to a teaching adult for approximately every seven or eight children, and a teaching team in every classroom.

CONCLUSION:

One of the most significant changes Follow Through has made is that, for the first time, children in their early years of school are being taught in classrooms in which the majority of staff shares their language and cultural background.

2.3 HOW HAS FOLLOW THROUGH INCREASED THE PROFESSIONAL SKILLS OF INDIAN EDUCATORS?

TABLE 11

FOLLOW THROUGH AIDES WHO HAVE TAKEN COLLEGE COURSES
SINCE THEIR EMPLOYMENT*--SUMMER 1972 THROUGH
SUMMER 1974

Aides Who Have Completed:	Number in Category
1-3 courses	25
4-6 courses	14
7-9 courses	5
10+ courses	3
Total completing one or more course	47

*The Follow Through office maintained information on persons enrolled in STA (supplementary training assistance) and COP (Career Opportunities Program). The evaluators were informed that in addition to these two programs some staff found other forms of assistance or paid tuition themselves for courses other than STA and COP. This information, therefore, to some extent underestimates the pursuit of more professional background in education by staff employed in Follow Through.

FINDINGS:

To summarize the findings from Table 11:

1. Follow Through at its full implementation level provides employment as classroom aides to 45 people. In the two-year period reported above, 47 aides have, on their own time or on a released time basis, taken college courses in education to increase their professional skills. Taking into account staff turnover which means

that more than 45 people have filled available positions, the 47 aides who have taken advantage of these two college programs represents a very high percentage of the paraprofessional Follow Through staff.

(See pp. 91-93 for case histories on three Cheyenne mothers who are approaching college graduation and certification through assistance provided by Follow Through.)

CONCLUSION:

In addition to providing immediate employment and inservice training for Indians in Follow Through classrooms, the program has invested in the future by programs to help Indian people to obtain the education necessary for certification and a professional career in education. A very high percentage of Follow Through aides has taken advantage of these career training opportunities.

2.4 HOW HAS FOLLOW THROUGH INCREASED THE ROLE OF THE INDIAN COMMUNITY IN THE EDUCATION OF ITS CHILDREN?

TABLE 12

INDIANS REPRESENTED ON SCHOOL BOARDS BEFORE FOLLOW THROUGH AND IN 1974

Before Follow Through 1967-68		Since Follow Through 1973-74	
Busby School	0 Indian	Busby School	5 Indian
BIA--no Board	0 Non-Indian	Community Controlled	0 Non-Indian
Lame Deer School	3 Indian	Lame Deer School	5 Indian
Public School	2 Non-Indian	Public School	0 Non-Indian
St. Labre Mission School	0 Indian 3 Non-Indian	St. Labre Private School	7 Indian 0 Non-Indian
Total	3 Indian 5 Non-Indian	Total	17 Indian 0 Non-Indian

FINDINGS:

To summarize the findings of Table 12:

1. Before Follow Through only the public school at Lame Deer had an elected school board. Control of education at the Busby school was by a government agency, the BIA. And control of the Mission school at St. Labre was by a board of priests who represented the church's interest in the school.
2. Since Follow Through the control of Busby school has transferred from the BIA to the community (by a referendum vote); and St. Labre is no longer a parochial school but controlled by a community corporation and representative board. All three schools have elected all Indian school boards.

CONCLUSION:

Indians in control of the education of their children
is a realized dream on the Northern Cheyenne reservation,
since Follow Through.

2.5 HOW HAS FOLLOW THROUGH INVOLVED INDIAN PARENTS AS DECISION MAKERS FOR THE FOLLOW THROUGH PROGRAM?

The Policy Advisory Committee is the agent given authority by the Tribal Council to make decisions involving Follow Through on the Northern Cheyenne Reservation. The organization and involvement of this policy group is described at length in the evaluative section of the report.

This section attempts to analyze the contents of the minutes of this Policy Advisory group to see what trends exist in the number and types of decisions it has made about the program. As the program was unable to furnish the evaluators with all the minutes of every year, those years in which the most complete sets of minutes are available are reported in the analysis which follows. These happen to be the first, third, and fifth year of program operations which provides a time sampling of the changes in functioning of the PAC. The minutes are for MAIN PAC meetings and exclude special meetings of personnel and other committees. Much of the day-to-day operational decisions of the PAC obviously takes place in committee. Thus, decision making to fill various staff vacancies is not reported in this analysis, nor grievance actions, nor decisions that went into preparation of the proposal and

budgets, unless these decisions were brought before the entire PAC for discussion and decision.

A sampling of the kinds of topics classified as "Reports or discussion only" in the analysis which follows would be the following:

- Discussion on Title I funds (no decision reported)
- Report by Community Coordinators
- Discussion of rotation of aides (no action reported)
- Report on cancelling of health insurance
- Report and discussion on clothing donations
- Report and discussion on by-laws (no action reported)

The topics classified as "decision-making actions" include such actions as the following:

- Policy established to allow Community Coordinators to appoint aides to fill vacancies, or substitutes
- Policy to establish PAC's in each community
- Policy to set up grievance procedures
- Policy to have local PAC's do local hiring and firing
- Budget decision by MAIN PAC to leave out health component
- Budget decision to contract for outside evaluation
- Policy to hire parent aides for an entire semester instead of for nine-week periods
- Policy to advertise all permanent positions

The percentage of the topics of these two basic types, (1) Reports or discussion only, and (2) Decision-making actions, is reported for the school years ending in 1970, 1972, and 1974 in the figure which follows.

FINDINGS:

To summarize the findings of Fig. 7:

1. There is a definite trend evident in the minutes of the PAC from a passive function to a more decision-making role. The early minutes contain topic after topic which was discussed and never resolved by official action of the policy board. Presumably, decisions were made by program staff in the absence of more clear-cut direction from the PAC. Later minutes still contain many "reports" which presumably were intended for information rather than immediate decision making, but there are far fewer discussions which did not finally culminate in some type of decision (even if reversed at a later meeting).

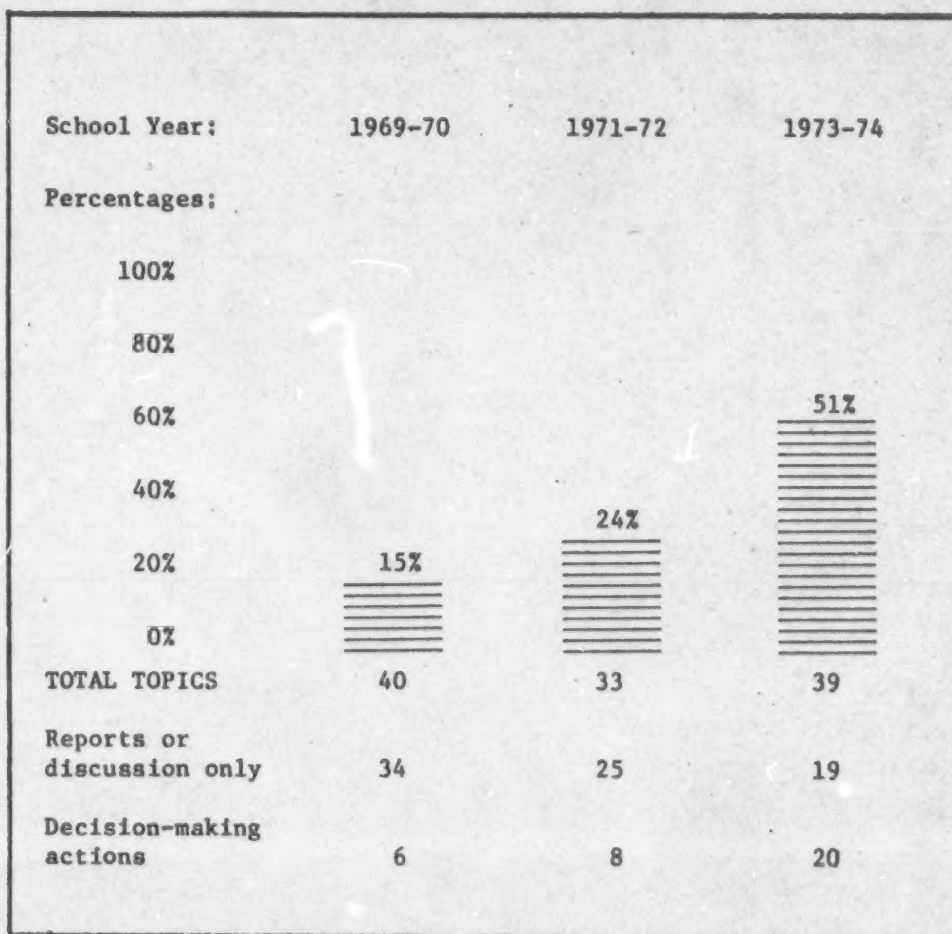


Fig. 7.--Percentage of topics reported in PAC minutes which resulted in decision-making actions

CONCLUSION:

Content analysis of minutes of the PAC (Policy Advisory Committee) indicate that experience gained over the years of operation of Follow Through has produced a far more active policy setting role by parents elected to serve on policy boards.

2.6 WHAT ARE THE COSTS AND BENEFITS OF THE FOLLOW THROUGH PROGRAM?

The peak year of funding for the Northern Cheyenne Follow Through project was in 1971-72. In that year the project extended from kindergarten through third grade for the first time at all three reservation schools. Sixteen classes of children were in Follow Through, and 480 children. The following year, 1972-73, the project served 467 children and absorbed substantial cuts in its overall budget. The breakdown of the budget for these two years is shown in the table below.

TABLE 13
COSTS BY BUDGET CATEGORIES

Category	1971-72 Budget	% of Total	1972-73 Budget	% of Total
Administration	\$ 26,134	8%	\$ 24,700	9%
Instruction	218,187	67.5%	211,745	75%
Health services	18,900	6%	9,940	3.5%
Fixed charges	23,470	7%	12,375	4%
Food services	8,830	3%	0	0
Community services	24,900	8%	20,640	7%
Parent activities	1,500	0.5%	1,500	0.5%
Equipment	1,050	0.3%	2,452	1%
TOTAL	\$322,971		\$283,352	
(Children served)	480		467	
(Cost per child)	673		607	

FINDINGS:

To summarize the findings from Table 13:

1. From two-thirds to three-fourths of the budget in both years went into the instructional category, paying for classroom staff and trainers.
2. Administrative costs are low, well below the 10 to 15% usually allocated in federal grants.
3. Very little of grant funds has gone into capital outlay and equipment--most has gone into salaries.

The benefits of the program are: greatly improved academic achievement by children; health services and food services they would not otherwise have had; and staff who work with parents and the community and who have been part of a very significant change in community attitude toward, and control of, education. However, another benefit not to be ignored is shown in the following table.

TABLE 14
PERCENTAGE OF GRANT FUNDS IN SALARIES

	Percentage of Total Costs in 1971-72	Percentage of Total Costs in 1972-73
Salaries (including fringe benefits)	\$258,170 (80%)	\$242,580 (86%)
All other costs	64,801 (20%)	40,772 (14%)
Total budget	\$322,971	\$283,352

FINDINGS:

To summarize the findings of Table 14:

1. Over 80% of the grant funds has gone into salaries, providing employment opportunities for 53 people on a full-time basis, and many more as occasional substitutes. The March, 1974 report on the Labor Force on the reservation by the BIA indicated that unemployment was around 33%. Productive job opportunities with this type of unemployment level must be considered as a major benefit to the total community.
2. When grant reductions were required, cuts went primarily in the "other" category, preserving classroom staffing as nearly as possible at the level it had been.

CONCLUSION:

Priorities on budget for this program have been given to "people" benefits and the instructional category. Administrative costs have been held low, and equipment outlay held to a minimum. Over 80% of the grant has gone into salaries for adults on the reservation. Since unemployment on the reservation was at 33% at the time this evaluation was prepared, the employment opportunities provided by Follow Through to people, most of whom would be otherwise unemployed, is a very significant benefit.

APPENDIX A

SAMPLES OF TRAINING OBSERVATION INSTRUMENTS

Instructional Teaching Criteria Observation Form

Date _____ Teacher _____ Observer _____

I. ON-TASK OBSERVATION

Time Began _____ Time Ended _____ Total Time _____

Number of Children in Group _____

Minutes: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

$$\text{Percent On-Task} = \frac{\text{Number of children On-Task}}{\text{Number of children in group} \times 10 (\text{min.})} = \underline{\hspace{2cm}}$$

II. TEACHING OBSERVATION

Time Began _____ Time Ended _____ Total Time _____

Contacts: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

On-Task Contact

Off-Task Contact

Prompt

General Praise

Descriptive Praise

Token + Praise

Token Only

Disapproval

Accuracy

III. SUMMARY – INSTRUCTIONAL TEACHING CRITERIA

80%	Children On-Task	Yes	No	0% Disapprovals	Yes	No
100%	On-Task Contacts	Yes	No	4 Children in Group		
100%	Contacts contain Praise	Yes	No	working at 80% accuracy	Yes	No
100%	Tokens paired with Praise	Yes	No			
90%	Contacts with Prompts also contain Descriptive Praise and Token	Yes	No	Time-out (if used) is used appropriately	Yes	No

Exchange Teaching Criteria Observation Form

Date _____ Teacher _____ Observer _____

(Circle Yes or No for each criterion)

- | | | |
|--|-----|----|
| 1. Back-ups were prepared and ready. | Yes | No |
| 2. Prices and content of the back-ups varied at two exchanges observed on the same day. | Yes | No |
| 3. Each instructional group set own prices. | Yes | No |
| 4. Prices were the same for all children in one group. | Yes | No |
| 5. Children were free to choose any activity for which they had enough tokens. | Yes | No |
| 6. Children with too few tokens sat quietly during the exchange. | Yes | No |
| 7. The first child in a group who was ready to exchange was allowed to do so, without waiting for the other children to get ready. | Yes | No |
| 8. At least one back-up contributed to academic skill. | Yes | No |
| 9. Adults participated in the back-up activities. | Yes | No |
| 10. Teachers gave approval for appropriate play during exchanges. | Yes | No |
| 11. At the end of the exchange, instruction began with the first child who came to the table. | Yes | No |

SAMPLE OF TRAINING OBSERVATION -- READING
TRAINING CLASSROOM

Teacher _____ Date _____

Observer _____ Classroom _____

READING

1. Zero off-task contacts _____
2. Zero inappropriate statements _____
3. Tokens paired with descriptive praise _____
4. Tokens taken back only if token is in child's mouth _____
5. Praise with each contact _____

PHONICS

1. On each page:
 - a. Teacher points to things in random order and asks for responses from each child in random order. _____
 - b. Teacher prompts each child to point to appropriate item on page. _____
2. Teacher uses dialogue specified in teacher's manual. _____
3. On tests, tokens and praise are given for social behaviors. _____

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1. Tokens are given for oral reading and correct answers to comprehension questions. _____
2. New words in the series are starred. _____
3. Teacher keeps record of problem words. _____
4. Teachers remediate children through supplemental work, and do not recycle children. _____

SRA READING LABORATORIES

1. Teachers prompt children to read portions of selection orally on two occasions. _____
2. Teachers prompt children to read orally two items from each exercise section. _____
3. Tokens are delivered for correct unmodeled oral reading accuracy. _____

SAMPLE OF TRAINING OBSERVATION FORM -- HANDWRITING

TRAINING CLASSROOM

Teacher _____ Date _____

Observer _____ Classroom _____

HANDWRITING

1. Zero off-task contacts _____
2. Zero inappropriate statements _____
3. Tokens paired with descriptive praise _____
4. Tokens taken back only if token is in child's mouth _____
5. Praise with each contact. _____

WRITE AND SEE

1. Teacher gives discrimination prompts, asking child to pick out his best response. _____
2. Child's correct responses are circled. _____
3. Teacher gives corrective feedback -- telling child what needs to be corrected. _____
4. Teacher provides supplemental work for students making excessive errors. _____
5. Teacher models correct response the first time that response occurs in the series. Child is prompted to imitate model and teacher provides feedback. _____
6. Tokens are given for correct oral or written responses. _____

SAMPLE OF TRAINING OBSERVATION FORM -- MATH

TRAINING CLASSROOM

Teacher _____ Date _____

Observer _____ Classroom _____

MATH

1. Zero off-task contacts _____
2. Zero inappropriate statements _____
3. Tokens paired with descriptive praise _____
4. Tokens taken back only if token is in child's mouth. _____
5. Praise with each contact _____

SINGER SETS AND NUMBERS

1. New concepts are presented in a short (ten minutes) teaching sequence developed to coincide with the progress of the most advanced student's placement. _____
2. Teacher requires child to frequently verbalize operations they are performing and to write equations from visual or oral problems. Tokens are given for these responses. _____
3. Tokens given for 100% accurate work. _____
4. In-book tests are given without response prompts, hints, or models. _____
5. Remediation sequences are administered when 80% accuracy is not reached on in-book tests. _____

153

OBSERVATION FORM FOR BEHAVIOR ANALYSIS FOLLOW THROUGH

Prepared by Univ. of Kansas

TRAINING CLASSROOM

Trainee _____ Date _____ Subject Area _____

- ___ 1. Zero off-task contacts
- ___ 2. Zero inappropriate statements.
- ___ 3. Tokens paired with descriptive praise.
- ___ 4. Tokens taken back only if token is in child's mouth.
- ___ 5. Praise with each contact.
- ___ 6. Maintains short, frequent contacts.
- ___ 7. Reinforces appropriate social behavior.
- ___ 8. Reinforces appropriate academic behavior.
- ___ 9. Time-outs are handled quickly and unemotionally with rule stated.

Trainee needs to meet following criteria in subject area:

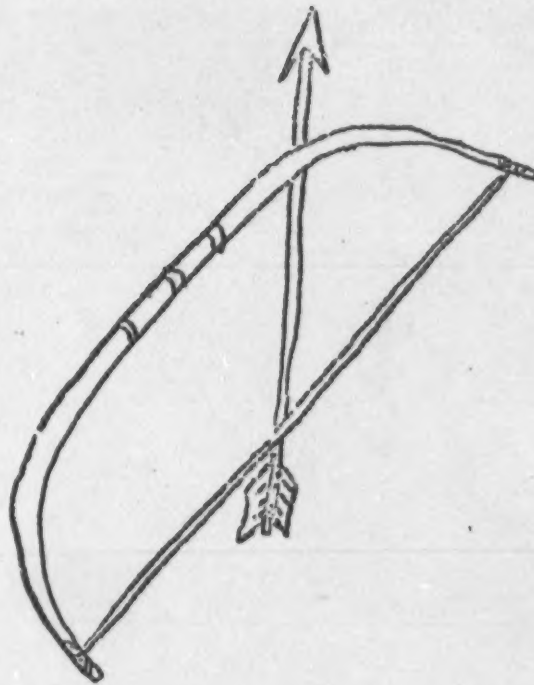
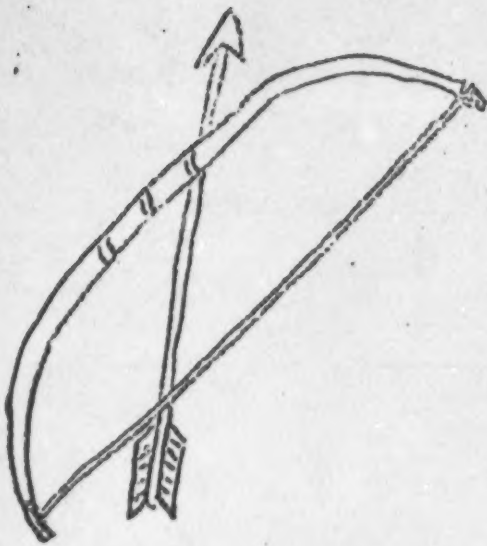
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Trainee can use more help in following areas:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

APPENDIX B

SAMPLES OF WORKSHEETS USED TO COMBINE CULTURAL
BACKGROUND WITH ACADEMIC SUBJECT AREAS



2

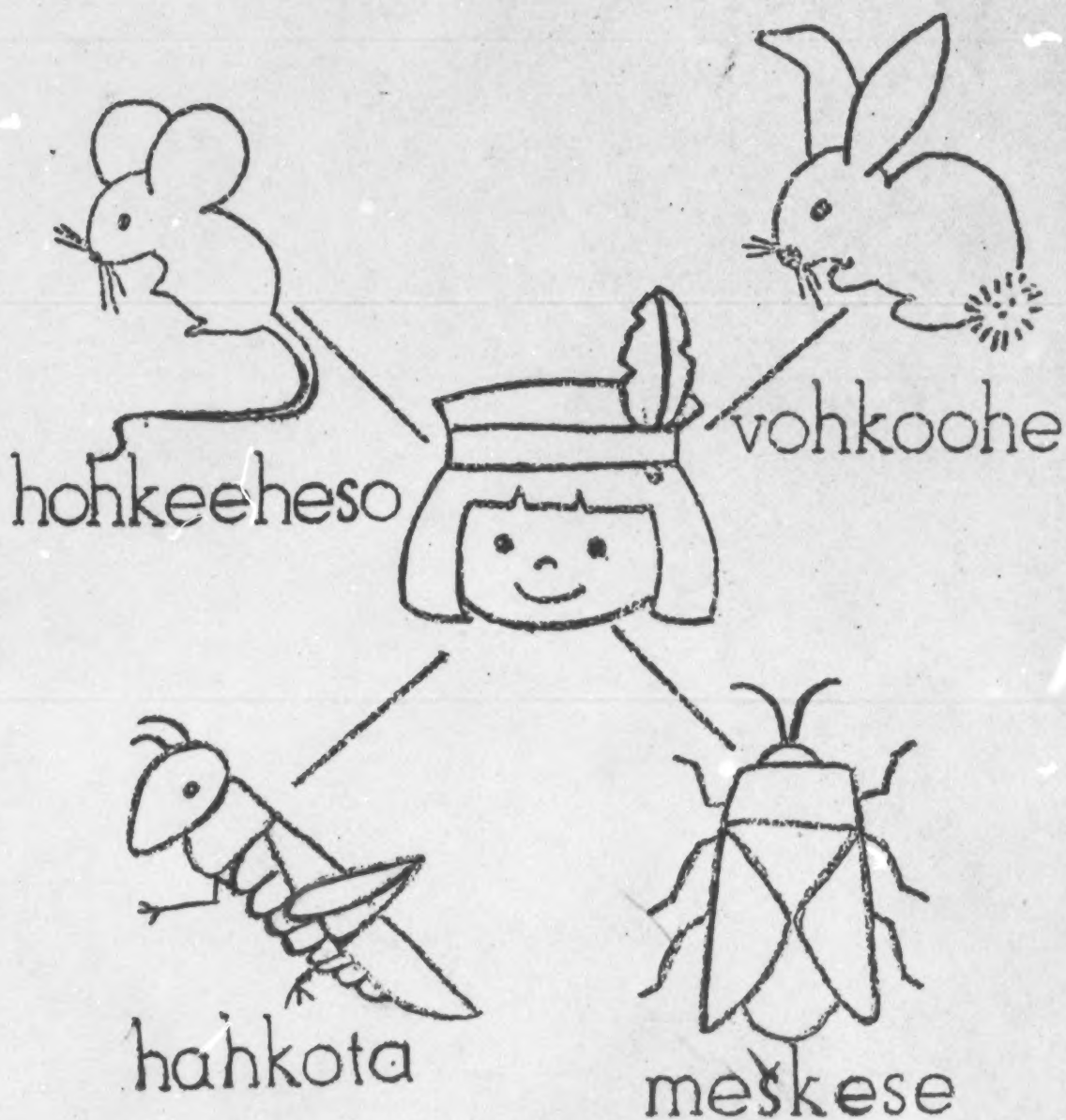
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nexå

THINGS WE SEE IN THE SPRING.



APPENDIX C

TEST SCORE SUMMARIES ON WIDE RANGE ACHIEVEMENT TEST

1969-1974

Test scores of continuously enrolled children are on pp. 160-162 which follow. The averages reported are for only those children who have been continuously enrolled in Follow Through since either kindergarten or first grade, depending on when that cohort of children entered. This isolates the program effect, eliminating the chance distortion of children who received part of their schooling in other programs and transferred in at an advanced grade. Nearly all analyses reported are from the information on this continuously enrolled group.

The small subscript above the number of children on whom test averages were based refers to transfer children. These children were continuously enrolled in Follow Through, but not entirely at the school in which they began the program. The scores of these children were retained because the practice of switching children from school to school is very common and a large part of the sample would have been lost had these children been eliminated.

The charts on pp. 163-165 are class means reported by individual classroom as well as school, and include all the children in the class whether or not continuously enrolled, for whom valid tests were obtained. The percentage figure used in these charts refers to the percentage of children whose grade equivalent score ranked them at or above the national norms for the appropriate "grade level." In the

charts on pp. 160-162 the percentage refers to the national percentile rank of the child's score, compared to a national standardization group.

An explanation of the abbreviations used in the test summary tables is as follows:

No = number in class

RS = raw score

% = National Percentile Rank of the class mean score (meaning percentage of children in national norm group who scored lower)

AGL = above grade level (meaning child's achieved grade equivalent is as high or higher than other children of his grade placement in the national norming group)

AGL-N = number above grade level

AGL-% = percentage of class above grade level

READING

WRAT SCORES

CHILDREN CONTINUOUSLY ENROLLED

Cohort	#	School	Kindergarten				First Grade				Second Grade				Third Grade							
			Year	No	RS	GE	%	Year	No	RS	GE	%	Year	No	RS	GE	%	Year	No	RS	GE	%
I	61	Total Project					69/70	60	33	1.6	47	70/71	59	49	2.8	50	71/72	61	60	4.4	73	
	15	Busby					69/70	15	31	1.5	42	70/71	¹ 14	46	2.5	39	71/72	¹ 15	52	3.1	37	
	30	Lame Deer					69/70	29	33	1.6	47	70/71	⁶ 30	49	2.8	50	71/72	⁶ 30	59	4.2	68	
	16	St. Labre					69/70	16	34	1.7	53	70/71	³ 15	53	3.3	68	71/72	³ 16	68	5.7	95	
II	67	Total Project					70/71	64	39	2.1	70	71/72	67	57	3.9	84	72/73	67	62	4.7	81	
	9	Busby					70/71	9	35	1.8	58	71/72	9	56	3.8	82	72/73	9	60	4.4	73	
	36	Lame Deer					70/71	33	42	2.3	79	71/72	⁴ 36	56	3.8	82	72/73	⁸ 36	60	4.4	73	
	22	St. Labre					70/71	22	36	1.9	63	71/72	² 22	60	4.4	93	72/73	² 22	68	5.7	95	
II	81	Total Project	70/71	18	25	1.2	73	71/72	81	37	1.9	63	72/73	81	51	3.0	58	73/74	72	61	4.5	77
	24	Busby	70/71	18	25	1.2	73	71/72	² 24	41	2.2	75	72/73	³ 24	51	3.0	58	73/74	³ 18	59	4.2	68
	37	Lame Deer					71/72	37	37	1.9	63	72/73	⁷ 37	49	2.8	50	73/74	¹¹ 36	61	4.5	77	
	20	St. Labre					71/72	20	34	1.7	53	72/73	² 20	53	3.3	68	73/74	⁴ 18	65	5.1	87	
IV	57	Total Project	71/72	57	23	1.1	68	72/73	57	42	2.3	79	73/74	56	54	3.5	75					
	19	Busby	71/72	19	22	1.0	61	72/73	19	37	1.9	68	73/74	¹ 19	49	2.8	50					
	29	Lame Deer	71/72	29	24	1.2	73	72/73	⁴ 29	45	2.5	86	73/74	⁶ 28	56	3.8	82					
	9	St. Labre	71/72	9	23	1.1	68	72/73	¹ 9	43	2.3	79	73/74	² 9	56	3.8	82					
V	66	Total Project	72/73	64	22	1.0	61	73/74	61	38	2.0	68										
	18	Busby	72/73	18	19	K8	47	73/74	17	36	1.9	63										
	31	Lame Deer	72/73	29	24	1.2	73	73/74	³ 30	40	2.1	70										
	17	St. Labre	72/73	17	23	1.1	68	73/74	¹ 14	38	2.0	68										
I	94	Total Project	73/74	86	21	K9	53															
	27	Busby	73/74	25	22	1.0	61															
	39	Lame Deer	73/74	34	20	K8	47															
	28	St. Labre	73/74	27	20	K8	47															

ARITHMETIC

WRAT SCORES

CHILDREN CONTINUOUSLY ENROLLED

Cohort	#	School	Kindergarten				First Grade				Second Grade				Third Grade							
			Year	No	RS	GE %	Year	No	RS	GE %	Year	No	RS	GE %	Year	No	RS	GE %				
I	61	Total Project					69/70	61	22	2.1	70	70/71	61	26	2.8	50	71/72	59	27	3.0	34	
	15	Busby					69/70	15	22	2.1	70	70/71	¹ 15	24	2.4	37	71/72	13	27	3.0	34	
	30	Lame Deer					69/70	30	22	2.1	70	70/71	⁶ 30	27	3.0	58	71/72	⁶ 30	28	3.2	39	
	16	St. Labre					69/70	16	23	2.2	75	70/71	³ 16	27	3.0	58	71/72	³ 16	28	3.2	39	
II	67	Total Project					70/71	67	23	2.2	75	71/72	66	25	2.6	45	72/73	67	28	3.2	39	
	9	Busby					70/71	9	25	2.6	75	71/72	8	26	2.8	50	72/73	9	28	3.2	39	
	36	Lame Deer					70/71	36	23	2.2	75	71/72	⁴ 36	25	2.6	45	72/73	⁸ 36	28	3.2	39	
	22	St. Labre					70/71	22	24	2.4	82	71/72	² 22	25	2.6	45	72/73	² 22	28	3.2	39	
II	81	Total Project	70/71	18	19	1.6	90	71/72	81	21	1.9	63	72/73	81	25	2.6	45	73/74	80	28	3.2	39
	24	Busby	70/71	18	19	1.6	90	71/72	² 24	22	2.1	70	72/73	³ 24	25	2.6	45	73/74	³ 23	29	3.6	53
	37	Lame Deer					71/72	37	20	1.8	58	72/73	⁷ 37	24	2.4	37	73/74	¹¹ 37	27	3.0	24	
	20	St. Labre					71/72	30	22	2.1	70	72/73	² 20	26	3.8	50	73/74	⁴ 20	30	3.9	61	
IV	57	Total Project	71/72	57	18	1.4	82	72/73	57	22	2.1	70	73/74	57	25	2.6	45					
	19	Busby	71/72	19	17	1.2	73	72/73	19	22	2.1	70	73/74	¹ 19	24	2.4	37					
	29	Lame Deer	71/72	29	18	1.4	82	72/73	⁴ 29	22	2.1	70	73/74	⁶ 29	26	2.8	50					
	9	St. Labre	71/72	9	18	1.4	82	72/73	¹ 9	21	1.9	63	73/74	² 9	28	3.2	66					
V	66	Total Project	72/73	65	17	1.2	73	73/74	65	21	1.9	63										
	18	Busby	72/73	18	16	1.8	58	73/74	18	20	1.8	58										
	31	Lame Deer	72/73	30	17	1.2	73	73/74	³ 31	21	1.9	63										
	17	St. Labre	72/73	17	19	1.6	90	73/74	¹ 16	22	2.1	70										
VI	94	Total Project	73/74	94	17	1.2	73															
	27	Busby	73/74	27	16	1.0	61															
	39	Lame Deer	73/74	39	17	1.2	73															
	28	St. Labre	73/74	28	17	1.2	73															

PELLING

WRAT SCORES

CHILDREN CONTINUOUSLY ENROLLED

Short	#	School	Kindergarten				First Grade				Second Grade				Third Grade							
			Year	No	RS	GE	%	Year	No	RS	GE	%	Year	No	RS	GE	%	Year	No	RS	GE	%
I	61	Total Project						69/70	61	23	1.5	42	70/71	59	31	2.6	45	71/72	61	34	3.0	34
	15	Busby						69/70	15	23	1.5	42	70/71	¹ 13	27	2.0	23	71/72	¹ 15	30	2.5	21
	30	Lame Deer						69/70	30	24	1.6	47	70/71	⁶ 30	31	2.6	45	71/72	⁶ 30	34	3.0	34
	16	St. Labre						69/70	16	23	1.5	42	70/71	³ 16	34	3.0	58	71/72	³ 16	38	3.9	61
II	67	Total Project						70/71	67	26	1.8	58	71/72	67	33	2.9	55	72/73	67	38	3.9	61
	9	Busby						70/71	9	25	1.7	53	71/72	9	31	2.6	45	72/73	9	38	3.9	61
	36	Lame Deer						70/71	36	26	1.8	58	71/72	⁴ 36	32	2.7	47	72/73	⁸ 36	36	3.5	47
	22	St. Labre						70/71	22	27	2.0	68	71/72	² 22	35	3.2	66	72/73	² 22	41	4.7	81
II	81	Total Project	70/71	18	22	1.4	82	71/72	81	23	1.5	42	72/73	81	29	2.3	32	73/74	75	35	3.2	39
	24	Busby	70/71	18	22	1.4	82	71/72	² 24	26	1.8	58	72/73	³ 24	31	2.6	45	73/74	³ 22	36	3.5	47
	37	Lame Deer						71/72	37	22	1.4	39	72/73	⁷ 37	26	1.8	19	73/74	¹¹ 36	32	2.7	27
	20	St. Labre						71/72	20	22	1.4	39	72/73	² 20	34	3.0	58	73/74	⁴ 17	39	4.2	68
IV	57	Total Project	71/72	57	18	1.0	61	72/73	57	24	1.6	47	73/74	47	30	2.5	39					
	19	Busby	71/72	19	18	1.0	61	72/73	19	21	1.3	34	73/74	¹ 16	26	1.8	39					
	29	Lame Deer	71/72	29	18	1.0	61	72/73	⁴ 29	25	1.7	53	73/74	⁶ 24	30	2.5	39					
	9	St. Labre	71/72	9	20	1.2	73	72/73	¹ 9	24	1.6	47	73/74	² 7	37	3.7	81					
V	66	Total Project	72/73	66	14	K6	34	73/74	65	22	1.4	39										
	18	Busby	72/73	18	16	K8	47	73/74	18	20	1.2	30										
	31	Lame Deer	72/73	31	13	K5	27	73/74	³ 31	23	1.5	42										
	17	St. Labre	72/73	17	15	K7	39	73/74	¹ 16	23	1.5	42										
I	94	Total Project	73/74	93	16	K8	47															
	27	Busby	73/74	26	14	K6	34															
	39	Lame Deer	73/74	39	15	K7	39															
	28	St. Labre	73/74	28	19	1.1	68															

READING

WIDE RANGE ACHIEVEMENT TEST

SCORES BY YEAR

	St. Labre				Busby				Lame Deer				Lame Deer				Project			
	No	GE	AGL		No	GE	AGL		No	GE	AGL		No	GE	AGL		No	GE	AGL	
			#	%			#	%			#	%			#	%			#	%
K 1970/71																				
1971/72					22		Crawford													
1972/73	20		Braine		23		Crawford		20		Robinson		19		Mellford		82			
1973/74	23		Braine		24		Crawford		18		Kg9		15		Knowshisgun		80			
	27		Kg8		25		Red Fox		52		Robinson		22		Knowshisgun		86			
1st 1969/70																				
1970/71	26		Lawrence		17		Smith		23		Bowers		20		Cross		86			
1971/72	28		Lawrence		15		Helseth		25		Bowers		24		Cross		92			
1972/73	33		Primary Center		22		Richey		27		Bowers		25		Bullwinkle		112			
1973/74	25		Primary Center		25		Ambuehl		26		Bowers		26		Bullwinkle		102			
	18		Primary Center		28		Cornelius		17		Bowers		21		Bullwinkle		84			
2nd 1970/71																				
1971/72	34		Williams		20		Durant		29		Cramer		21		Luckey		104			
1972/73	30		Primary Center		45		Durant		22		Morris		24		Little		95			
1973/74	30		Primary Center		19		Nelson		20		Madsen		21		Brown		93			
	27		Primary Center		25		Nelson		19		Madsen		24		Phipps		95			
3rd 1970/71																				
1971/72	40		Thex		27		Maguffey		25		Dygert/Young		20		Lewis		108			
1972/73	35		Primary Center		21		Eccles		21		Pederson		21		Lewis		105			
1973/74	39		Primary Center		18		Eccles		17		Pederson		18		Lewis		92			

GE = grade equivalent AGL = above grade level
 No = number of children tested

* 5 1st grade children who advanced to 2nd mid year

ARITHMETIC

WIDE RANGE ACHIEVEMENT TEST

SCORES BY YEAR

	St. Labre				Busby				Lame Deer				Lame Deer				Project			
	No	GE	AGL		No	GE	AGL		No	GE	AGL		No	GE	AGL		No	GE	AGL	
			#	%			#	%			#	%			#	%			#	%
K 1970/71																				
1971/72					Crawford															
20	1.6	19	95		22	1.6	20	91												
1972/73					Crawford				Robinson				Mefford				82	1.4	71	87
23	1.6	20	87		23	1.2	17	74	20	1.2	17	85	19	1.6	18	95				
1973/74					Crawford				Robinson				Knowshisgun				81	1.2	65	80
28	1.2	23	82		24	1.2	18	75	18	1.4	16	89	16	1.0	11	69				
					Red Fox				Robinson				Knowshisgun				94	1.2	72	77
					27	1.0	19	70	15	1.6	14	94	24	1.0	16	67				
1st 1969/70					Smith				Bowers				Cross							
26	2.1	19	73		17	2.1	16	94	23	2.1	20	87	21	2.1	15	71	87	2.1	70	80
1970/71					Helseth				Bowers				Cross							
28	2.6	24	86		15	2.4	13	87	25	2.1	18	72	24	2.2	20	83	92	2.2	75	82
1971/72					Richey				Bowers				Bullwinkle							
33	1.9	23	70		22	1.9	12	55	27	1.8	13	48	25	1.9	16	64	112	1.9	69	62
1972/73					Ambuehl				Bowers				Bullwinkle							
25	1.9	15	60		25	1.9	18	72	26	2.1	19	73	26	1.9	16	62	102	1.9	68	67
1973/74					Cornelius				Bowers				Bullwinkle							
22	1.9	15	68		29	1.8	15	52	19	2.2	14	74	21	1.9	12	57	91	1.9	56	62
nd 1970/71					Durant				Cramer				Luckey							
34	3.0	16	47		20	2.4	2	10	29	3.0	22	76	21	2.6	6	29	104	2.8	46	44
1971/72					Durant				Morris				Little							
30	2.6	9	30		45	2.8	5	100	22	2.6	6	27	24	2.6	5	21	94	2.6	24	26
1972/73					18	2.6	4	22					Brown							
30	2.8	10	33		22	2.6	6	28	20	2.4	2	10	21	2.4	4	19	93	2.6	22	24
1973/74					Nelson				Madsen				Phipps							
27	3.0	14	52		26	2.6	9	35	19	2.4	1	5	24	2.6	10	42	96	2.6	34	35
rd 1970/71																				
40	4.7	31	78																	
1971/72					Maguffey				Dygert/Young				Lewis							
36	3.2	11	31		25	3.0	0	0	25	3.0	0	0	19	3.2	5	26	105	3.2	16	15
1972/73					Eccles				Pederson				Lewis							
42	3.2	13	31		21	3.2	3	14	21	3.2	3	14	21	3.2	4	19	105	3.2	23	22
1973/74					Eccles				Pederson				Lewis							
43	3.6	19	44		22	3.2	4	18	17	3.2	5	29	18	3.2	4	22	100	3.2	32	32

GE = grade equivalent AGL = above grade level
 No - number of children tested

★5 1st grade children who advanced to 2nd mid year

SPELLING

WIDE RANGE ACHIEVEMENT TEST

SCORES BY YEAR

	St. Labre				Busby				Lame Deer				Lame Deer				Project			
	No		AGL		No		AGL		No		AGL		No		AGL		No		AGL	
			#	%			#	%			#	%			#	%			#	%
K 1970/71																				
1971/72																				
1972/73																				
1973/74																				
1st 1969/70																				
1970/71																				
1971/72																				
1972/73																				
1973/74																				
2nd 1970/71																				
1971/72																				
1972/73																				
1973/74																				
3rd 1970/71																				
1971/72																				
1972/73																				
1973/74																				

GE = grade equivalent AGL = above grade level
 No = number of children tested

★ 5 1st grade children who advanced to 2nd mid year